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Course Profile

International Languages, Level 3

Grade 11
University Preparation
LBACU–LYXCU

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDQ-9595

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
International Languages, Level 3, Grade 11, University Preparation
LABCU – LYXCU

Course Description

This course offers students further opportunities to develop their knowledge of the international language and to enhance their communication skills. Students use increasingly sophisticated language in a variety of activities that enable them to speak and write with clarity and accuracy. Using a variety of print and technological resources, students also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of the countries where the language is spoken. (*The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*)

This course leads to Level 4, International Languages, University Preparation. It is appropriate for students wishing to continue their study of the language in preparation for studies at a post-secondary institution. Students continue to expand the knowledge of the structures of the language and learn more about the cultures of its speakers and their importance in a world context. They also continue to gain skill in research and the organization and presentation of information related to the language and cultures of study.

The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000 provides essential information on aspects of policy relating to program planning and the assessment, evaluation, and reporting of student achievement. The curriculum establishes high standards of education for secondary students, and has been designed to ensure that graduates are well prepared to lead satisfying and productive lives and to compete successfully in a global economy and a rapidly changing world. Clear and detailed curriculum expectations and descriptions of achievement levels will assist teachers in their assessment and evaluation of students' work. The curriculum integrates material pertaining to violence prevention, anti-discrimination education, and native education where relevant.

(Adapted from *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*)

Course Organisation

In this course profile, four thematic units have been developed for a complete course. Each unit takes 27.5 hours to complete. One unit has been fully developed, and can be used as a model for any language and for any other theme. For the other three units, themes have been suggested and tables provide suggestions for clustered expectations, activities, links to the categories of the Achievement Chart, and a focus for each activity.

More than 65 international languages are taught in Ontario schools. In order to make this resource as useful as possible to all teachers, English is used in the profile, with reference to resources in several languages. Some language-specific information and resources are contained in this overview. In many languages, consideration and sensitivity must be shown to the cultural and regional nuances associated with the language, and to the idiosyncrasies and unique features of the particular language. Some languages have writing systems that are not phonetic, some are tonal, and others may stress the oral over the written components. The grammatical descriptions used in these course profiles apply more to European languages. Teachers of non-European languages need to identify the appropriate features of their particular language to teach at this level. Normally, a "standard" form of the language is taught in our schools. In many languages, however, regional dialects and levels of language may exist. It is hoped that teachers would make students aware of these variations, to increase their knowledge and appreciation of the richness of the language of study. International language teachers should maintain close contact with the language community (where it exists) in order to keep abreast of changes in the language as they occur.

Teachers may use this course profile to supplement or adapt activities contained in existing textbooks or may use it as a complete framework for a course of study where texts are not available. In this case, suitable resources would have to be found in the language of study to carry out the chosen activities. Where possible, this course profile provides references to resources in a number of other languages. Resources for Chinese, German, Italian, Japanese and Spanish are found in the Resources section towards the end of this overview.

Course Notes

The sample unit of this course profile can be used as a model for any unit of an international language course. The theme chosen is applicable to most languages; however, languages other than European ones would have to modify the grammar and language knowledge component to fit the needs and structures of their particular language. At this level, listening and speaking activities continue to play an important role in the classroom experience of students, while additional emphasis has been placed on reading and writing activities, research and the organization and presentation of information.

Overall and specific expectations from Oral Communication, Reading, and Writing are the basis of each unit and the starting point for planning an activity or an entire unit. Listening, speaking, reading, and writing are always taught and practised in combination, and so it is logical to cluster expectations from several of the strands in the planning of unit activities. These expectations are written out and coded in the profile. Some suggested clustered expectations (coded), along with focus activities, links to the Achievement Chart categories, and tools for assessment and evaluation are presented in chart form following each unit description. In addition to the oral communication, reading and writing strands, grammar and language knowledge are an integral part of international language courses and are always taught in context. Suggestions are made for the introduction and teaching of specific grammar and language knowledge expectations (for European languages) for all units.

Reading and writing take on additional importance at this level. According to *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000*, students are expected to read at least 100 pages of text (50 intensive, 50 extensive). Appendix A of this profile contains reading strategies and suggestions for teachers to use in international language classes. These strategies help students acquire good reading skills and make comprehension and discussion more effective. The acquisition of good reading strategies in any language reinforces literacy in the first language of the student, and is a goal for teachers of any discipline.

Appendix B of the profile contains three sample rubrics for assessing student progress in using reading strategies Appendix C is a glossary of terms, and Appendix D provides a list of performance tasks that could be used in a language class for language practice, assessment or evaluation.

Teachers should be familiar with school and board policies regarding acceptable use of the Internet. Close monitoring of student use of the Internet is very important to avoid misuse. A prime concern of teachers is always the physical safety of students within their jurisdiction, and the prevention of violence within the school environment. Teachers should plan classroom activities that avoid bias/stereotyping unless they are using them as learning experiences for students. Procedures and guidelines regarding community involvement in school activities need to be known and practised. (See *Ministry of Education and Training Policy Memo No. 124.*) Wherever appropriate, activities that promote collaboration and integration with other school departments and the community are encouraged. These activities broaden students' perceptions, help them to make important connections, and link them to the world beyond the classroom walls.

Units: Titles and Time

Unit 1	Personal Success: Examining One's Strengths and Preparing for a Career	27.5 hours
Unit 2	The Olympic Spirit: Being the Best You Can Be!	27.5 hours
Unit 3	Social and Cultural Traditions and Modern Trends	27.5 hours
* Unit 4	Legendary Figures and Contemporary Heroes/Heroines	27.5 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: Personal Success: Examining One's Strengths and Preparing for a Career

(**Note:** See Unit 1, Open, for a fully developed unit on a similar theme.)

Students explore their interests and strengths. Guided by the teacher, they progress through a series of activities related to the world of work. They learn to write résumés, do interviews, and present themselves well orally and in written form. The cross-curricular nature of the unit encourages assessment and evaluation that is innovative and wide-ranging.

Grammatical structures mentioned in the Focus column apply to European-based languages.

Unit Overview Chart

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, RE1.01, RE1.02, RE1.04, WR1.01, WR1.03, WR1.04	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Inventory chart of interests and strengths	- Finding students' interests and strengths - Reviewing modal verbs - Using nouns as indirect objects
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, WR1.01, WR1.02 WR1.03, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Reflection journals - Portfolios - Written/oral presentation rubrics	- Exploring kinds of work available in the community - Using the Internet to develop a list of language-related careers - Developing scenarios about career paths - Using future, conditional tenses - Using the imperative mood
3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Observation - Self-evaluation - Rating scales - Writing rubric - 3-skill test	- Preparing for a job interview - Using negative constructions

4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Self-evaluation - Peer feedback - Objective-question quiz based on reading about other cultures - Oral presentation rubric - Oral interview rubric	- Phoning for job interviews - Practising being interviewed on the telephone
5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Group presentation rubric - Group writing rubric - Peer evaluation - Rating scale - 3-skill unit test	- Creating videos by preparing scripts for successful and unsuccessful interviews - Role-playing acceptance and rejection phone calls

Unit 2: The Olympic Spirit: Being the Best You Can Be!

Students learn about geographical regions, countries and capitals. They role-play an interview with a head of state. Using the vocabulary associated with sports, they identify Olympic sports symbols and international sports figures. They discuss the personal characteristics that lead to success in sports as well as in school and the business world. As a culminating activity, students discuss how they can develop positive habits (e.g., self-discipline, commitment, organization).

Grammatical structures mentioned in the Focus column apply to European-based languages.

Unit Overview Chart

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, LI1.03, SP1.01, SP1.04, RE1.01, RE1.02, RE1.04, WR1.01, WR1.02, WR1.04	Knowledge/ Understanding	- Paper-and-pencil quiz - Rubric for written Internet research project - Rubric for oral presentation	- Learning names of countries, geographical areas, maps - Presenting an interview with a head of state about her/his country
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application	- Quiz matching Olympic sports symbols and sports vocabulary - Quiz on presentations the students have heard	- Learning sports vocabulary - Discussing international Olympic sports symbols - Presenting an Olympic or Paralympic sport

3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Application	- Cloze exercise - Rubric for oral presentation - Checklist for writing	- Learning adjectives of nationality - Presenting a mini Parade of Nations
4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.05	Thinking/ Inquiry Communication	- Rubric for oral and written presentation of a sports hero - Cloze exercise on comparative and superlative of adjectives using modern sports heroes	- Learning adjectives describing character traits - Discussing sports heroes, special Olympic medal winners - Using the comparative and superlative of adjectives
5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Thinking/ Inquiry Communication	- Peer evaluation of student participation in group discussions and presentations - Interview with teacher	- Being successful at school - Developing good personal habits - Using reflexive pronouns

Unit 3: Social and Cultural Traditions and Modern Trends

Students investigate everyday cultural traditions and special festivals in countries where the language of study is spoken and make a presentation to the class. They report on a musical or other cultural event that they have attended, and then, as a final task, they plan a similar event related to the culture of the language of study.

Grammatical structures mentioned apply to European-based languages.

Unit Overview Chart

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.05	Knowledge/ Understanding	- Portfolio item - Quiz joining main clauses with main and subordinate clauses	- Learning about social/cultural etiquette (e.g., visiting, preparing food, banking, borrowing, spending time with family) - Learning coordinate and subordinate conjunctions
2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Thinking/Inquiry	- Portfolio item-Interview with teacher	- Discussing special celebrations - Learning demonstrative adjectives

3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Thinking/Inquiry Application	- Portfolio item - Cloze exercise on the partitive article and possessive forms of nouns	- Discussing birthday celebrations, name days, weddings, etc. - Using the partitive with nouns - Using the possessive forms of nouns
4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Application Communication	- Rubric for oral presentation	- Reporting on a musical or other cultural event
5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Application Communication	- Rubric for oral and written presentation	- Planning a cultural or sports event or celebration related to the language of study

Unit 4: Legendary Figures and Contemporary Heroes/Heroines

This is the fully developed unit. It serves as a template for developing other units.
Students identify legendary figures and real or fictional heroes and heroines of the 20th and 21st centuries and discuss the qualities that make them role models. They read in the international language of study and gather information on a legendary figure or modern hero/heroine. The teacher introduces heroes found in literature, poetry, music, theatre, opera and/or art and explains how to tell a story in the past tense. Students present a legendary or modern hero/heroine, retell folktales using pictures and unscramble a plot sequence. As a culminating activity, students write a five paragraph composition about a hero/heroine's or legendary figure's life or an event from their life and make a presentation to the class. Grammatical structures mentioned in the Focus column apply to European-based languages.

Unit Overview Chart

Expectations	Assessment/Evaluation		Focus
	Achievement	Tools	
1. LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Observation - Oral presentation rubric - Quiz - Interview	- Presenting an interview between a reporter and a heroine/hero - Reviewing the perfect tense

2. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Observation - Oral presentation rubric - Vocabulary quiz - Informal/peer assessment - Rubric for written work - Quiz	- Reading in the language of study - Learning the imperfect tense
3. LI1.01, LI1.02, LI1.03, SP1.01, SP1.03 SP1.04, RE1.01, RE1.03, WR1.01, WR1.02, WR1.03, WR1.04	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Observation - Listening comprehension - Oral participation - Reading comprehension - Oral presentation rubric	- Reading folk/fairy tales and poems. - Reviewing comparative and superlative forms of adjectives and adverbs
4. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.03, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Observation - Listening comprehension - Rubric for oral presentation - Rubric for written work - Student-created true/false quizzes	- Listening to excerpts from an opera/musical play, works of famous composers based on folk/fairy tales - Teaching possessive adjectives
5. LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, RE1.01, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Application Communication Thinking/Inquiry	- Observation - Checklist - Group work assessment - Rubric for oral and written presentation	- Retelling stories - Writing a composition about a hero/heroine's life - Making a class presentation

Teaching/Learning Strategies

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively, independently and with teacher direction, through hands-on activities, and through practice in all the skill areas. The strategies chosen should vary according to the curriculum expectations and the needs of the students.

The following considerations will guide teachers in the planning of international language courses:

- *Assessment:* time permitting, completing assessment packages before teaching a unit allows both the teacher and the students to share a clear understanding of the expectations. With a culminating activity in view, students are more motivated and better prepared to progress through diagnostic and formative activities.
- *Learning styles:* students learn in a number of different ways. Activities should take these learning styles into consideration.

- *Groupings:* a variety of individual, pair, small group, and whole class activities allows students to practise language skills and to interact with their peers and with the teacher in different situations and contexts. Some strategies to consider are:
  - *individual:* e.g., note-making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing, problem solving;
  - *pair/small group*: e.g., collaborative/cooperative learning activities, interviewing, creating and performing dialogues and skits, peer editing, simulating, problem solving, projects;
  - *whole class:* e.g., brainstorming, problem solving, presenting/introducing, discussion.
- *Practice:* in order to develop strong language skills, practice in all areas is essential after the introduction of vocabulary and structures. Teachers should provide adequate practice for students in all strands in a variety of situations.
- *Technology:* information technology provides a variety of resources to facilitate and enrich language learning. Software programs and CD-ROMs also offer students a rich variety of experiences-both linguistic and cultural-to which they might otherwise not have access. The Internet allows students access to a wealth of information, news and texts in the language of study. Through organizations and sites that organize and monitor e-mail discussions, students can communicate with speakers of various languages from around the world. These activities need to be closely monitored by the teacher.
- *ESL/ESD:* European-based international language programs support ESL/ESD students in their efforts to develop communication skills, and can be beneficial to them in understanding the fundamental principles that are operative in the English language. Teachers should work closely with parents, colleagues, guidance counsellors, school administrators, and community support networks to ensure that ESL/ESD students learn to make connections between languages with similar structures and/or vocabulary (e.g., cognates, how adverbs are used, verb tenses).
- *Exceptional students:* because language instruction is a complex process, international language teachers must take particular care to adapt their teaching approaches and strategies to the needs of their students, as set out in the Individual Education Plan. Because the study of languages promotes creative thinking and problem solving, as well as the development of essential communication skills, international language courses have particular benefits for exceptional students and increase their chances of success in other areas of the curriculum.
- *Research skills:* post-secondary-bound students need to develop and practise skills in acquiring, organizing, and presenting information. These skills will be valuable in both in international language and other courses at the post-secondary level.
- *Cooperative Education and Career Education:* students enrolled in international language programs can derive great benefit from cooperative education placements that allow them to apply the language skills they have developed in the classroom in real-life situations. International language programs prepare students for careers in a wide variety of fields, and equip them for careers that require well-developed thinking, analytical, and communication skills.
- *Community:* community organizations, cultural centres, consulates and embassies, as well as native speakers who live in the community provide rich resources for students of international languages. Wherever appropriate, community resources should be integrated into language programs.

Assessment & Evaluation of Student Achievement

The recent emphasis on assessment and evaluation and its impact on the planning of classroom activities under the new curriculum is reinforced in the editorial in *Orbit*, OISE/UT's Magazine for Schools, Volume 30, Number 4, 2000, which states:

> "Assessment and evaluation are central to educational reform initiatives all over the world. Not only are countries, provinces and states relying on large-scale assessments as measures of the progress and success of their initiatives, but classroom assessment has become a major part of the agenda for improving student learning.
>
> The changes that are occurring in classroom assessment are not just superficial tampering. They represent major shifts in thinking about learning, about accountability, about schools and about teaching. Classroom assessment reform is much more than using a variety of new techniques. It means teachers using their judgments about children's knowledge or understanding to improve the teaching process and to determine what to do for individual children. It means providing descriptions of student performance and sharing the decision-making. It means making assessment criteria visible and bringing parents and students into the process. It means making a fundamental shift in thinking about how and why assessment and teaching are integrally connected."
>
> (used with permission of the editor)

The primary purpose of assessment and evaluation, then, is to improve student learning. Data gathered help teachers to determine students' achievement of the curriculum expectations in each course and provide valuable information to students and parents regarding progress and steps toward improvement.

Assessment is the process of gathering information from a variety of sources (including assignments, presentations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. The main purpose of assessment is to provide descriptive feedback to students to guide their efforts towards improvement.

Evaluation is the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation are based on the curriculum expectations (by strands) and the achievement levels outlined in the policy document *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000.* In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart;
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students and ESL/ESD students
- ensure that each student is given clear directions for improvement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

A final mark is recorded for each Level 3 international language course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows.

- 70% of the grade is based on assessments and evaluations throughout the course.
- 30% of the grade is based on a series of final evaluations (examination, performance task, project, interview, etc.) administered near the end of the course and comprehensive in nature. The components of the final evaluation should reflect the weighting of the strands (Oral Communication, Reading and Writing) that has been followed throughout the year.

The final mark, following the weighting of three strands and the expectations contained in each of them, should also reflect the levels described in the Achievement Chart. It should not be based on a numerical average, but rather should reflect the most consistent achievement of the student.

All types of assessment/evaluation – diagnostic, formative and summative – need to be used. Diagnostic and formative assessment provides valuable information and feedback to students to enable them to improve their skills. Carefully chosen summative evaluation activities provide students with opportunities to demonstrate their skill and knowledge in situations that integrate their language skills.

Some appropriate tools for diagnostic and formative assessment in an international language class include: observation (formal and informal), student/teacher conferencing, dictations, cloze exercises, oral/aural quizzes, teacher-generated and course-generated tests, formal written assignments, creative writing assignments, role performances, and simulations.

Some appropriate tools for summative evaluation include: formal written assignments, listening and reading comprehension tests, projects, oral presentations, and complex and varied performance tasks.

Rubrics for oral and written assignments, checklists and rating scales provide useful information to students. They clarify what is expected of them and how the teacher and/or peers make judgements on their performance. A common understanding of what is expected makes feedback to students more valuable. In addition, the above-mentioned tools, that establish clear criteria for evaluation, help to ensure consistency by different teachers within a department.

Accommodations

The learning of a language is a complex task and requires skills in a number of areas – specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read (by speaking and/or writing). All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to maximize their chance of success in the course.

The following considerations must be kept in mind:

- students' Annual Education Plans
- Individual Education Plans for exceptional students;
- the variety of learning styles of students;
- individual differences in students' abilities, backgrounds and needs;
- special circumstances (e.g., extended absences due to illness, exchange trips, athletics);
- enrichment materials/activities available;
- alternative or independent assignments or projects;
- flexible groupings/roles of students according to needs and assignment;
- flexible time for preparation of assignments or presentations;
- resource packages or reinforcement sheets for extra practice;
- simplification of terminology or instructions;

- extra models and examples provided for oral or written assignments;
- class time planned for teacher and/or peer assistance;
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment).

Resources

This resource list is divided into three sections: A – a list of language-related websites that provide links to other useful sites; B – a list of Community resources in Chinese, German, Italian, Japanese, and Spanish; C – a list of resources related directly to the themes of the four units (print and technological) in the languages mentioned above.

In addition, teachers should consult the Course Profiles for International Languages (Open and Academic) for Levels 1 and 2. These contain community, print, and technological resources for the above languages and a number of others.

For additional resources and for other international languages, teachers should contact individual publishers and distributors. For many languages, community resources will be very helpful: community organisations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community. Teachers should ensure that all resources are free of bias and stereotyping, and that they are appropriate to the age and interests of students in the Level 3 course.

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

A. Websites of interest to language teachers: All of these sites were active at the time of publication

- www.google.com - a multi-lingual search engine
- http://school.discovery.com/schrockguide/assess.html - assessment rubrics
- http://webhome.idirect.com/~omlta - Ontario Modern Language Teachers' Association
- www.caslt.org - Canadian Association of Second Language Teachers
- http://www.actfl.org/ - American Council on the Teaching of Foreign Languages
- http://www.mla.org - Modern Language Association of America
- www.itp.berkley.edu/~thorne/HumanResources - From Arabic to Yiddish, a selection of quality international and native language sites and resources
- http://members.aol.com/maestro12/web/wadir.html - Internet activities for foreign language classes, including sample web lessons and links to teacher resource pages
- http://libraries.mit.edu/humanities/flnews/ - Links to electronic journals, newspapers and magazines in Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish
- http://www.bizforms.com/search.htm - Foreign Language Internet Search Engines. A foreign language search engine directory categorized by country, from Argentina to Venezuela
- www.eleaston.com/languages.html - Materials for teaching and learning—grammar, reading, listening, dictionaries, key pals, culture, proverbs, jokes, publishers, and much more
- www.members.tripod.com/~shirish_kalele - National Anthems from around the World—with music in MIDI format and English translations of the words
- www. acs.appstate.edu/dept/fll - Foreign Language and Literature: A university site with language papers, resources, Internet courses and study abroad programs
- www.travlang.com/languages - Foreign Languages for Travellers – vocabulary grouped by theme, language course information, translating dictionaries, currency information, and more

- www.uebersetzung.at/twister - International Collection of Tongue Twisters. A fun site with the world's largest collection of tongue twisters. Entries in 75 languages
- www.odyssey.on.ca/~elaine.coxon/ - The Staff Room for Ontario Teachers: links for planning, teaching using technology, rubrics, assessment, evaluation and reporting, using the Internet in the classroom, and more

B. Community resources

Chinese

- Chinese Community Centre, 84 Augusta Ave., Toronto, ON, M5T 2L1. Tel: (416) 603-1917
- Chinese Cultural Centre of Greater Toronto, 5183 Sheppard Ave. East, Scarborough, ON. Tel: (416) 292-9293
- Chinese Information and Community Services, 3852 Finch Avenue East, Suite 310, Scarborough, ON, M1T 3T7. Tel: (416) 292-7510
- Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, ON, M5R 2N5. Tel: (416) 964-7260
- Hong Kong Economic and Trade Office, 174 St George St., Toronto ON. Tel: (416) 924-5544
- Hong Kong Tourist Association, 9 Temperance St., Toronto, ON. Tel: (416) 366-2389
- Taipei Economic and Cultural Office – Cultural Centre, 888 Progress Ave. Scarborough, ON, M1H 2X7. Tel: (416) 439-8889
- Taipei Economic and Cultural Office, 151 Yonge St., Suite 310, Toronto, ON, M5C 2W7 Tel: (416) 360-8778
- Toronto Chinese Community Association, 310 Spadina Avenue, #301, Toronto ON, Tel: (416) 977-4026

German

- Austrian Consulate General, 360 Bay St. Toronto, ON M5H 2V6. Tel: (416) 863-0649
- Consulate General of Germany, 77 Admiral Road, Toronto, ON, M5R 2L4. Tel: (416) 925-2813
- Consulate General of Switzerland, 154 University Ave., Suite 601, Toronto, ON, M5H 3Y9. Tel: (416) 593-5371
- Embassy of the Federal Republic of Germany, 1 Waverley St., Ottawa, ON, K2P 0T8 Tel: (613) 232-1101
- Goethe-Institut Ottawa, University of Ottawa, 25 University, Ottawa, ON, K1N 6N5 Tel: (613) 235-5124
- Goethe-Institut Toronto, 163 King St. W., Toronto, ON, M5H 1V8. Tel.: (416) 593-5257
- *Deutsche Presse* (German community newspaper), 455 Spadina Ave., Toronto, ON M5S 2G8. Tel.: (416) 595-9714.

Italian

- Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org
- Ente Nazionale Italiano per il Turismo, 175 Bloor St. E. Suite 907, Toronto, ON, M4W 3R8. Tel: (416) 925-4882, 1-800-482-5907 http://www.italiantournism.com
- Istituto Italiano di Cultura, 496 Huron St., Toronto ON, M5R 2R3. Tel: (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org
- Radio and TV stations (e.g., CHIN International radio and TV station)

Japanese

- Association for Japanese Culture, 6 White Leaf Cres., Scarborough, ON, M1V 3G2. Tel: (416) 298-7657
- Embassy of Japan in Canada, 255 Sussex Drive, Ottawa ON, K1N 9E6. Tel: (613) 241-8541

- The Japan Foundation of Toronto, 131 Bloor St. W., Suite 213, Toronto, ON, M5S 1R1. Tel: (416) 966-1600
- Japan Information Centre, Consulate General of Japan, Suite 3300, Royal Trust Tower, TD Centre, 77 King St. W., Toronto, ON, M5K 1A1. Tel: (416) 363-7038
- Japan National Tourist Organization, 165 University Ave., 5th floor, Toronto, ON, M5H 3B9. Tel: (416) 366-7140
- Japanese Canadian Cultural Centre, 6 Garamond Court, North York, ON, M3C 1Z5. Tel: (416) 441-2345

Spanish

- Centre for Spanish-Speaking Peoples, 1004 Bathurst St., Toronto (416) 533-8545
- Consulate General of Spain, 200 Front Street, Suite 2401, Toronto, ON, M5V 3K2 Tel: (416) 977-1661
- Embassy of Spain in Canada, 74 Stanley Ave., Ottawa, ON, K1M 1P4. Tel: (613) 747-2252/7293
- Embassy of Spain Education Office, 74 Stanley Ave., Ottawa, ON, K1M 1P4. Tel: (613) 741-8399
- Language Plus, 76 Park Lawn Road, Toronto Telephone; (416) 251-6877 (Library in centre) e-mail: _spacen@inforamp.net
- Spanish Centre for Language and Culture, 40 Hayden St., Toronto M4Y 1V8 Tel: (416) 925-4652 or (416) 515-2752 (video and audio tapes, attached bookstore for comics, magazines, newspapers)
- Spanish Tourist Office, 2 Bloor St. W., 34th floor, Toronto, ON, M4W 3E2. Tel: (416) 961-3131

C. Unit Resources

Unit 1: Personal Success: Examining One's Strengths and Preparing for a Career

Generic Resources

Print

- Brand, Margaret, Ann Olney Sparkes, Eastern Townships School Board. *Success In The Workplace (A Student Guide).* Mississauga, Ontario: Copp Clark Pitman Ltd., 1990. ISBN 0-7730-5004-3 pp. 2-17: ideas for interest inventories
- Kennedy, Dora. *Exploring Languages*. Lincolnwood, Illinois, USA: National Textbook Co., 1994. Bourgon, Edward. *Foreign Languages and Your Career.* Guilford, Connecticut, USA: Jeffrey Norton Publishers, Inc., 1978.
- Kirk, Janis Foord. *SurvivAbility (Career Strategies for the New World of Work).* Kelowna, British Columbia: Kirkfoord Communications Inc., 1996. ISBN 0-9695936-1-9 Chapter 8: ideas for interest and strength inventories
- Misener, Judi and Susan Kearns. *Expanding Your Horizons (A Career Guide)*. Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1993. ISBN 0-07-551392-7 Chapter 2: ideas for interest inventories
- Ontario Ministry of Education, 2000. *Cooperative Education and other Opportunities for Experiential Learning*. ISBN 0-7794-0318-5
- Community newspapers

Technological

- "A Piece Of The Puzzle" (video). Toronto District School Board.
- website, www.excite.ca/careers
- website, www.infoseek.go.com
- website, www.lycos.com (enter name of language and careers, e.g., German careers)
- website, www.mediainfo.com

- website, www.webcrawler.com
- website, www.yahoo.com (enter careers)
- Job interview video (sound turned down if not in language of study)

Chinese Resources

Print

- Wu yu-qing, *Lingting ji shuohua nengli xunlian*, Hong Kong Educational Publishing Ltd., ISBN 962-290-7601 - planning, setting and writing up of future goals
- *Mingpao daily news, Singtao daily news, The World Journal Daily News* - reading a newspaper
- *Feng shi, Xiandai yingyongwen shouce*, Zhongliu Publishing Co., - résumé
- *Xinbian Putonghua jiaocheng (chuji)* Joint Publishing Co., Ltd. ISBN 962.04.0688.5 Lesson 9: job interview
- *New Chinese 300 A Beginning Language Course*, Cheng & Tsui Company. ISBN 0-88727-001-8

German Resources

Print

- Aufderstraße, Hartmut, Heiko Bock, Mechthild Gerdes, Jutta Müller, and Helmut Müller. *Themen neu 1*. Ismaning: Max Hueber Verlag, 1994. ISBN 3-19-001566-X Chapter 12: *Schule, Ausbildung, Beruf*; Chapter 14: *Industrie, Arbeit, Wirtschaft*
- Aufderstraße, Hartmut, Heiko Bock, Mechthild Gerdes, Jutta Müller, and Helmut Müller. *Themen 2*. Ismaning: Max Hueber Verlag, 1984. ISBN 3-19-001372-1 Chapter 2: *Schule, Ausbildung, Beruf*
- Briggs, Lol and Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3 Chapters 1 and 2: free time, jobs, exchanges; Chapter 7: *Schule*
- Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 3.* Surrey: Thomas Nelson and Sons Ltd., 1988. ISBN 0-17-439311-3 - pp. 134-139: personal ads, jobs
- Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X - Chapter 19: *Die Medien*
- Holt, Rinehart, Winston. *Komm Mit 2.* Harcourt, Brace & Company, 2000. ISBN 0-02-052087-8 - p. 17: giving and responding to compliments; p. 151: writing a realistic dialogue; p. 202: writing an interview dialogue
- Kraft, Wolfgang S, Roland H. Specht, Shawn C. Jarvis, and Isolde Mueller. *Deutsch Aktuell 3*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1999. ISBN 0-8219-1702-1 - p. 203: job interview
- Moeller et al. *Blickpunkt Deutschland* Boston: Houghton, Mifflin Company, 1973. ISBN 0-395-13690-3 - p.62: short story *Und einer verkauft z.B. Zeitungen*
- Moeller, Liedloff, Kent. *German Today 2,* 4th ed. Boston, Houghton Mifflin Company, 1989. ISBN 0-395-47135-4 - Kapitel 11: choosing a career
- Winkler, George and Margrit Meinel Diehl. *Unbedingt Lesen*! Orland, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - pp. 35-36: *Der junge Rechtsanwalt*

Technological

- Video series *Lernexpress 1*. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, 1990. ISBN 0-563-34823-2 - Unit 9: *Auf dem Land*, discussion of career traditions within families
- Video series *Alles Gute*. Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989 - Episode 11: employees' meeting
- website, www.career.de
- website, www.lycos.com (enter *German careers*)

Italian Resources

Print

- Cristinziano, Armando and Rocco Mastrangelo. *Quaderni di Termi Pratici: Il Mondo Del Lavoro: Terza Serie*. North York: North York Board of Education, 1984. pp. 18, 19, 24, 44, 45-58

Technological

- website, http://www.unilibro.it/libro/l184644.htm - how to find a job in the 20th century in Italy
- website, http://www.unilibro.it/libro/l184644.htm - jobs and professions in the world
- website, http://www.lavorare.com/
- website, http://www.lavorare.com/mestprof/ - information about "work" and lists of jobs and professions and how to acquire skills for a certain trade and/or profession

Japanese Resources

Print

- Koyama, Tomoko. *Japan: A Handbook in Intercultural Communication*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1992. ISBN 0-85837-734-9 Chapter 5: Living in Society; Chapter 7: Values-Thinking in Society

Technological

- website, http://homepages.go.com/*nishijin/japanfaq.htm - a guide to assist those who are planning to go to Japan
- website, http://dmoz.org//Regional/Asia/Japan/Business_and_Economy - a directory that provides a good list of areas related to business

Spanish Resources

Print

- Funston, James F., Alejandro Vargas Bonilla, Daphne Helms Sherman. *(Somos así) LISTOS* (Annotated Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1913-X - Chapter 7: *Las noticias*; Chapter 9: *Hablando del futuro*; pp. 374-375: *Asistir a la universidad and Oportunidades* section in every chapter.
- Funston, James F., Dolores M. Koch, and Alejandro Vargas Bonilla. *Somos así 2.* St. Paul, Minnesota: EMC/Paradigm Publishing, 1997. ISBN 0-8219-0993-2 - Unit 8: *Sueños y aspiraciones*; Unit 16: *El lenguaje del cuerpo*
- Funston, James F. *(Somos así) ¡YA! (*Annotated Teacher's Edition*).* St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1937-7 - p. 9: completing an application; pp. 450-461: looking at job ads; pp. 462-473: interviews and *Oportunidades* section in every chapter
- Funston, James F. *(Somos así) En Sus Marcas (*Annotated Teacher's Edition*).* St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5 - pp. 402-403: *El correo electrónico; Oportunidades* section in every chapter
- Gonzalez M., L. Kettle and M.E. Placencia. *Sueños World Spanish*, NTC Publishing Group, BBC Worldwide Ltd., 1995. ISBN 0-8442-0541-9 - Unit 17: talking about your dreams and ambitions
- Samaniego, Fabian, M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol L. Sparks. *¡Dime!* 2. Lexington: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - Unit 7: looking for jobs

Technological

- website, www.sispain.org/english/mediapress/ Spanish newspapers on the Internet
- website, www.espanol.yahoo.com Click on Economia y negocios and you will find information on business, curriculum vitae, job applications.
- website, http://cuvitae.com.ar/es/ - information on résumés, jobs

- website, www.eldirectoriolatino.com
- website, www.latpro.com (in English, Portuguese, Spanish)
- website, www.spanishmarketing.com (in English)

Unit 2: The Olympic Spirit: being the best you can be!

Chinese Resources

Print

- *Putonghua keben Vol 1, Xianggang Putonghua Yanxishe* (Lesson 11) - names of countries
- Cynthia Yu Wang and Paul Mercier. *Learn Chinese,* Vol 1 and 2, Department of East Asian Studies, University of Toronto
- Huang zheng-cheng. *Standard Chinese Course,* Vol 4. Peking University Press ISBN 7-301-03408-3 - Lesson 35: sports vocabulary
- Chang, Peter and Alyce Mackerras. *Yu Hsiu-ching, Hanyu 2 Chinese for Beginners*. Cheng & Tsui Company. ISBN 9-780582-873810
- *Xinbian Putonghua jiaocheng (chuji)* Joint Publishing (H.K.) Co. Ltd. ISBN 962-04-0688-5 Lesson 12
- Wang, Cynthia Yu and Paul Mercier. *Learn Chinese,* Vol 1 and 2. Department of East Asian Studies, University of Toronto - adjectives of nationality
- Chang, Peter and Alyce Mackerras. *Yu Hsiu-ching, Hanyu 3 Chinese for Beginners.* Cheng & Tsui Company. ISBN 9-780582-874572 - Unit 4: adjectives describing character traits
- Huang zheng-cheng. *Standard Chinese Course,* Vol 4, Peking University Press. ISBN 7-301-03408-3 - Lesson 39: excelling at school
- Chinese folk tale: *Father, son and the donkey* - peer pressure vs. making one's own decisions – This famous story can be found in many storybooks.

Technological

- website, www.china-contact.com/chinese/country.html
- website, http://chineseyahoo.com/Recreation_and_Life_/Sports/Athletes/ - sports heroes

German Resources

Print

- Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3 - Chapter 4: swimming and sports; Chapter 10: sports and sports clubs
- Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 3.* Surrey: Thomas Nelson and Sons Ltd., 1988. ISBN 0-17-439311-3 - Chapter 1: swimming competition; pp. 154: good habits/bad habits
- Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X - pp. 85-90: pastimes, sports
- Kraft, Wolfgang S. *Deutsch Aktuell 2.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X - pp. 38-40: reading about a female sports car driver
- Kraft, Wolfgang S, Roland H. Specht, Shawn C. Jarvis, and Isolde Mueller. *Deutsch Aktuell 3* (Teacher's Edition). St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1999. ISBN 0-8219-1702-1 -Chapter 8: healthy living
- Winkler, George and Margrit Meinel Diehl. *Unbedingt Lesen!* Orland, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - pp. 6-9: *Uli und der Sport*

Technological

- CD-ROM: *Practice Makes Perfect*. Knoxville, TN, USA: The Learning Company.
- CD-ROM: *The Rosetta Stone*. Harrisonburg, VA, USA: Fairfield Language Technologies. ISBN 1-58022-022-3
- CD-ROM: *German for everyone*. Cambridge, Mass.: The Learning Company, 1997 (2 disks).
- Video series *Alles Gute*. Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989.
- Video series *Lernexpress 1*. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, 1990. ISBN 0-563-34823-2 - Segment 5: *Freizeit*, leisure time; Segment 10: *In den Ferien*, holiday activities

Italian Resources

Print

- Chiuchiù, A. et al. *In Italiano: corso di lingua e civilitá a livello elementare ed avanzato*. Perugia: Editrice Guerra, 1985 ISBN 88-7715-013-0 Unit 8: pp.177, 179, 180
- Lazzarino, Graziana. *Prego!: An Invitation to Italian,* 2nd ed. New York: Random House, 1984. ISBN 0-394-33630-5 Unit 10: pp. 215-217
- Merlonghi, Ferdinando et al. *Oggi in Italia: A First Course in Italian,* 2nd ed. Boston: Houghton Mifflin Company, 1982. ISBN 0-395-31872-6 Unit 15: p. 186; Unit 21: p. 274

Technological

- website, http://www.coppasabatini.com/ - section VOCABOLARIO - words and definitions related to all sports
- website, http://www.geodigit.com/sitosprt/ - sports information: Olympics, history of games, sport and the world of work, youth and sport, history, etc.
- website, http://www.nbn.it/125fgi/indice.html - history of the Olympic games from 1896 to 1992 and Olympic National Anthem

Japanese Resources

Print

- Koyama, Tomoko. *Japan: A Handbook in Intercultural Communication*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1992. ISBN 0-85837-734-9 - Chapter 2:The Land and the People; Chapter 4: Defining Self in Society; Chapter 6: Interacting in Society

Technological

- website, http://jin.jcic.or.jp - Japan atlas: maps of regions and festivals by regions
- website, http://www.graphicmaps.com/atlas/world.htm - atlas, maps and flags, quick "facts" information

Spanish

Print

- Funston, James F. *(Somos así) En Sus Marcas* (Annotated Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5 - Chapter 7: pastimes
- Funston, James F., Alejandro Vargas Bonilla, Daphne Helms Sherman. *(Somos así) LISTOS (Annotated Teacher's Edition)*. St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1913-X - pp. 312-315: soccer
- Funston, James F. *(Somos así) ¡YA!* (Annotated Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1937-7 - Chapter 8: sports, health, staying in shape
- Funston, James F., Dolores M. Koch, and Alejandro Vargas Bonilla. *Somos así 2*. St. Paul, Minnesota: EMC/Paradigm Publishing, 1997. ISBN 0-8219-0993-2 - pp. 355-363: soccer

- M. Gonzalez, L. Kettle and M. E. Placencia. *Sueños World Spanish.* NTC Publishing Group, BBC Worldwide Ltd., 1995. ISBN 0-8442-0541-9 - Unit 2: saying what your nationality is; Unit 13: sports and pastimes; p.134: sports heroes
- Samaniego, Fabian A., M. Carol Brown, Patricia Hamilton Carlin, Sidney E. Gorman, and Carol L. Sparks. *¡Dime! 2.* Toronto, Ontario: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - pp. 4-7, pp. 281-283: sports and disabilities; Chapter 5: healthy living; pp. 299-301: camping

Technological

- website, http://ado.es/home2.htm 2000 Oympics in Sydney site in Spanish
- website, http://espanol.yahoo.com Click on Deportes y ocio and you will open a page on sports.

Unit 3: Social and Cultural Traditions and Modern Trends

Chinese Resources

Print

- Huang zheng-cheng, *Standard Chinese Course,* Vol 4, Peking University Press. ISBN 7-301-03408-3 - Lesson 39: everyday cultural traditions
- *Elementary Chinese*. Beijing Normal University Press. - Lesson 15, 16: special celebrations
- *Zhongguo minsu jieri gushi, Guoyu Ribao.* ISBN 957-751-301-8
- *Zhongguo de minsu, Zhuang pai-he*. The Republic of China ISBN 957-9342-93-8
- *Elementary Chinese*. Beijing Normal University Press. ISBN 303-01052-1/G.628 - Lesson 4: birthday celebrations, name days, weddings
- Chang, Peter, and Alyce Mackerras, *Yu Hsiu-ching, Hanyu 2 Chinese for Beginners.* Cheng & Tsui Company. ISBN 9-780582-873810
- Chang, Peter, and Alyce Mackerras, *Yu Hsiu-ching Hanyu 3 Chinese for Beginners.* Cheng & Tsui Company ISBN 9-780582-874572 - Unit 5: planning an event

Technological

- website, http://chinese.yahoo.com/Holidays_and_Observations/
- website, http://edu.ocac.gov.tw/festival/
- website, http://chinese.yahoo.com/Weddings/

German Resources

Print

- Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3 - Chapter 2: exchanges, etiquette; Chapter 6: problems of communication, apologizing
- Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X - pp. 101-112: holidays, festivals
- Holt, Rinehart, Winston. *Komm Mit 2*, Harcourt, Brace & Company, 2000. ISBN: 0-02-052087-8 - p. 263: an interview about attending cultural events
- Kraft, Wolfgang S. *Deutsch Aktuell 2*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X - pp. 117-121: homes and customs in the home in Germany; Chapter 8: festivals and holidays
- Kraft, Wolfgang S, Roland H. Specht, Shawn C. Jarvis, and Isolde Mueller. *Deutsch Aktuell 3* (Teacher's Edition). St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1999. ISBN 0-8219-1702-1 - pp. 118-120: rock festival
- Moeller, Liedloff, Kent. *German Today 1,* 4th ed. Houghton Mifflin Company, Boston, 1989. ISBN 0-395-47122-2 - Kapitel 12: table settings, manners
- Moeller, Liedloff, Kent. *German Today 2,* 4th ed. Houghton Mifflin Company, Boston, 1989. ISBN 0-395-47135-4 - Kapitel 7: everyday customs; Kapitel 10: *Fasching, Fastnacht, Karneval*

- Moeller et al. *Blickpunkt Deutschland* Boston: Houghton, Mifflin Company,1973. ISBN 0-395-13690-3 - p.139: poem: *Kleinstadtsonntag*
- Winkler, George and Margrit Meinel Diehl. *Unbedingt Lesen!* Orlando, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - pp. 46-49: where place names come from, *Warum wir so heissen*

Technological

- CD-ROM: *Practice Makes Perfect*. Knoxville, TN, USA: The Learning Company.
- CD-ROM: *The Rosetta Stone*. Harrisonburg, VA, USA: Fairfield Language Technologies. ISBN 1-58022-022-3
- CD-ROM: *German for Everyone*. Cambridge, Mass.: The Learning Company, 1997 (2 disks).
- Video series *Alles Gute*. Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989.
- Video series *Lernexpress 1*. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, 1990. ISBN 0-563-34823-2 - Segment 2: *Mein Zuhause*, at home; Segment 9: *Auf dem Land*, in the country

Italian Resources

Print

- Chiuchiù, A. and others. *In Italiano: corso di lingua e civilitá a livello elementare ed avanzato.* Perugia: Editrice Guerra, 1985. ISBN 88-7715-013-0 - Unit 4: pp. 84-86; Unit 5: pp. 106-110; Unit 7: pp. 154-156; Unit 15: pp. 336-342; Unit 19: pp. 465-467; Unit 22: pp. 508-510; Unit 23: pp. 526, 527
- Danesi, Marcel. *Adesso! A Functional Approach to Italian*. Boston: Heinle & Heinle Publishers, 1992. ISBN 0-8384-1986-0 - Unit 4: pp. 434, 435
- Lazzarino, Graziana. *Prego!: An Invitation to Italian,* 2nd ed. New York: Random House, 1984. ISBN 0-394-33630-5 - Unit 7: p. 155; Unit 13: p. 278; Unit 14: p. 295: Unit 20: p. 413, 414; Unit 21: p. 431
- Licari, Carmen and Licari, Lidia. *L'italiano in contesto: Corsa di lingua per stranieri.* Bologna: Pitagora Editrice, 1982. ISBN 88-371-0113-9 - Unit 15: pp. 205, 206
- Merlonghi, Ferdinando et al. *Oggi in Italia: A First Course in Italian,* 2nd ed. Boston: Houghton Mifflin Company, 1982. ISBN 0-395-31872-6 - Unit 1: p. 13; Unit 18: pp. 243-245; Unit 19: p. 246; Unit 20: p. 258; Unit 22: p. 286; Unit 24: pp. 327, 329; Unit 25: p. 332; Unit 27: p. 374

Technological

- website, http://www.linkitalia.net/menulink.htm - links to a variety of topics
- website, http://quotidiano.monrif.net/ - daily information on sport, music, Internet, daily life, etc.

Japanese Resources

Print

- *Eibun Nihon Etoki Jiten: Festivals of Japan*, Vol. 4. (Bilingual) JTB, 1987. ISBN 4-5330-0489-X
- Kataoka, Hiroko C. with Tetsuya Kusumoto. *Japanese Cultural Encounters & How to Handle Them.* Lincolnwood, Illinois, 1997. Passport Books/NTC Publishing Group,. ISBN 0-8442-8531-5 - Part II: etiquette, formalities, and customs
- Takada, Noriko, Rita L Lampkin. *The Japanese Way: Aspects of Behavior, Attitudes, and Customs of the Japanese*. Lincolnwood, Illinois. Passport Books, NTC/Contemporary Publishing Company, 1997. ISBN 0-8442-8377-0 - pages on dating and marriage, death and mourning, holidays and festivals, religion, etc.
- *Pacific Friend: A window on Japan*. A magazine distributed by Japan Publications Trading Co., Ltd., P.O. Box 5030, Tokyo International, Tokyo 100-8799, Japan.

Technological

- website, http://www.jijigaho.or.jp/index_e.html – up-to the minute articles on culture and daily life, sports, geography, politics, and more.
- website, http://home.ntt.com/japan/index.html - list and description of national holidays
- website, http://dmoz.org/Regional/Asia/Japan/South_and_Culture/celebrations_and_holidays - list and description of holidays and celebrations
- website, http://www.geocities.com/Tokyo/Ginza/3930/index.html - Culture Network (JP NET); list and description of holidays
- website, http://jin.jcic.or.jp – a list of festivals by region
- website, http://www.geocities.com/Tokyo/Ginza/8930/index.html - a list of holidays with description
- website, http://www.threeweb.ad.jp/~mciccone/marie3e.htm – Guide to Japan: Weddings – photos and terminologies
- website, http:/www.japan_guide.com/e/e2005.html – Schauwecker's Guide to Japan: Table Manners - summary of eating etiquette
- website, http//www.peachstar.org/irasshai/culwww//lf7.htm - tips on etiquette from eating to bowing

Spanish Resources

Print

- Funston, James F. *(Somos así) En Sus Marcas* (Annotated Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5 - *Conexión cultural* in every chapter; Chapter 5: daily living; Chapter 8: home life
- Funston, James F., Alejandro Vargas Bonilla, and Daphne Helms Sherman. *(Somos así) LISTOS* (Annotated Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1913-X - Conexión cultural in every chapter
- Funston, James F. *(Somos así) ¡YA!* (Annotated Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1937-7 - Conexión cultural in every chapter; Chapter 2: family; Chapter 6: travel
- Funston, James F., Dolores M. Koch, and Alejandro Vargas Bonilla. *Somos así 2*. St. Paul, Minnesota: EMC/Paradigm Publishing, 1997. ISBN 0-8219-0993-2 - Chapter 1: daily life; pp. 190-191: nationalities; Chapter 5: homes
- Gonzalez, M., L. Kettle and M. E. Placencia. *Sueños World Spanish*. NTC Publishing Group, BBC Worldwide Ltd., 1995. ISBN 0-8442-0541-9 - Unit 11: theatre, entertainment events
- Samaniego, Fabian A., M. Carol Brown, Patricia Hamilton Carlin, Sidney E. Gorman, and Carol L. Sparks. *¡Dime! 2.* Toronto, Ontario: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - *Impacto cultural* in every chapter; pp. 411-413: travel and visiting

Technological

- website, www.espanol.yahoo.com Click on *Sociedad* then on *Culturas* and you will find information on festivals, social etiquette, holidays, weddings. After you open *Sociedad*, click on 1 item on the list e.g., *Fiestas populares y dias festivos* for information on all festivals or holidays

Unit 4: Legendary Figures and Contemporary Heroes/Heroines

Chinese Resources

Print

- Li yuan-zhe de gushi, *Yuanzhe Kexue Jiaoyu Jijinhui*. (modern day heroes) ISBN 957-99088-1-8
- *Hua mu-lan,* Renmin Youdian Publishing Co. ISBN 7-115-07327-9/G.554 (comic book)
- *Tales of the Twelve Animals*, Hebei Juvenile and Children's Publishing House. ISBN 7-5376-0304-9 (comic book)
- *Cartooned Chinese Fables & Parables*. Bo Yi Publishing Co. ISBN 962-17-0415-4 (comic book)

- *Zhongguo mingren zhuanji*. Newton Publishing Co. Ltd. ISBN 962-273-183-X (comic book)
- Lin bai-lian, *Lidai liuchuan shenhua xuan*. San Feng Publishing Co. ISBN 957-8867-46-9 (folk/fairy tale)
- *Zhongguo shenhua gushi.* Beijing: Zhongguo Shijieyu Publishing Co. ISBN 7-5052-0425-4 (poem about a mythical figure)
- *Mulan ci*. Beijing opera (poem based on folk tales of *Hua mu-lan*): The Monkey King, The Butterfly Lovers

Technological

- website, http://greatchinese.com
- website, http://chinese.yahoo.com/Society_and_Culture/Mythology_and_Folklore/
- website, http://edu.ocac.gov.tw/culturechinese/vod25html/vod25_01.htm
- website, http://edu.ocac.gov.tw/ocac99asp/familycorner/MIX/06MIX_frame.asp
- website, http://members.nbci.com/_XMCM/cultureweb/05.htm
- website, http://www.taiheng.net/malanhua.html
- website, http://www.sh.com/culture/opera/peking.htm (Peking Opera)
- website, http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *heroes and icons or legendary figures and Chinese*. There are many web sites with information on this topic.

German Resources

Print

- Holt, Rinehart and Winston. *Komm Mit, Level 1*. Harcourt, Brace & Company, 1998. ISBN 0-03-032519-6 – p. 5: contemporary German heroes
- Kernecker Herb, Flippo, Hyde. *Deutsche Sagen und Legenden*. National Textbook Company, 1998 ISBN 0-8442-2075-2 2 - p.1: *Siegfied der Drachentöter* from the *Ring of the Nibelungen*; p.110: *Die Lorelei* by Heinrich Heine
- Kraft, Wolfgang S. *Deutsch Aktuell 2,* 4th ed. St. Paul, Minnesota: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X - reading in English: die romantische Straße, pp. 41-43; reading in German, story of Lorelei: *Den Rhein entlang*, pp. 388-389
- Kraft et al. *Deutsch Aktuell 3* (Teacher's Edition), EMC/Paradigm Publishing, 1999 ISBN 0-8219-1702-1 - modern folktales: *Weleda trifft Kali*, pp. 2-5; *Besuch von einer weisen Frau*, pp. 22-25; *Lenchens Geheimnis*, pp.32-33; *Weledas Zeitreise geht schief*, pp. 38-40; *Familiengeschichten*, pp. 76-78; *Weleda fährt zu den Berggeistern,* pp.146-150; *Kali bei den Piraten*, pp. 188-192; *Kali sucht seine Familie*, pp. 224-227; *Geschichten aus dem Harz*, pp. 258-261; *Familiensinn und andere Länder*, pp. 294-297; *Kali reist ab*, pp. 334-337; *Das Märchen vom kleinen Herrn Moritz, der eine Glatze kriegte*, pp. 364-366; Poems: *Klein Irmchen*, p. 180; *Die Beiden Esel*, p. 181; *Der Frühling kommt bald*, p. 182; *Herr Löffel und Frau Gabel,* p. 183; *Der Erlkönig*, p. 219
- Lesekiste B, Mary Glasgow Publications, 1987. ISBN 1-85234-010-X - Heft 52: comic of *Wilhelm Tell*; Heft 43: Princessin Sophie
- Moeller et al. *Blickpunkt Deutschland*. Boston: Houghton, Mifflin Company, 1973. ISBN 0-395-13690-3 - poem: *der Werwolf* by Christian Morgenstern, p. 24; poem: *Erlkönig* by Goethe, p. 234; *Die beiden Enten und der Frosch* by Wilhelm Busch, p. 377
- Moeller, Liedhoff, Kent. *German Today 1*, 4th ed. Boston: Houghton, Mifflin Company, 1989. ISBN 0-395-47122-2 - p. 373, poem: *Es war ein alter König*
- Moeller, Liedhoff, Kent. *German Today 2,* 4th ed. Boston: Houghton, Mifflin Company,1989. ISBN 0-395-47135-24 - Chapter 14: comic tale of *Max und Moritz*; The Brothers Grimm

- Winkler, George, *Komm Mitt 2.* Holt, Rinehart and Winston, 1998. ISBN: 0-03-032552-8 - What to see in Berlin: eine Oper: *Die Zauberflöte* von Mozart; eine Operette: *Die Fledermaus* von Strauß; ein Schauspiel: *Andorra* von Max Frisch; ein Ballett: *Der Nussknacker* von Tschaikowsky; ein Musical: *Oklahoma* von Hammerstein
- Winkler, George. *Komm Mit*, Book 3. Holt Rhinehart Winston, 1996. ISBN 0-03-032557-9 - excerpt from *Astérix and Obélix; Rumpelstilzchen* and predicting outcomes of a story, p. 144
- Winkler, George, Margrit Meinel Diehl. *Unbedingt Lesen!* Orlando, Florida: Harcourt Brace Jovanovich, Inc., 1985. ISBN 0-15-383673-3 - Folktales/Fables: *Rumpelstilzchen*, pp. 1-4; *Die Bremer Stadtmusikanten,* pp. 50-53; *Der Froschkönig*, pp. 94-95; *Das Märchen vom Frosch*, p. 96; Fabeln, pp. 98-100; *Der unzufriedene Kuckuck*, p. 104; *Zwerg Nase*, pp. 107-111; *Fernsehmärchen* Nr. 2, pp. 127-128; Poem: *Der Sperling und die Schulhof-Kinder*, p. 86
- *The Ring of the Nibelungen* Book One: *The Rhinegold* (1 of 4). Dark Horse Comics

Technological

- website, wysiwyg://25http://www.imagi-nation.com/moonstruck/albm29.html (Stephen Sondheim's Into the Woods)
- website, http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html (Feiffer, Jules. *The Great Comic Book Heroes*)
- website, http://www.time.com/time/time100/heroes/ (modern heroes and icons)
- website, http://faculty.acu.edu/~goebeld/maerchen/maermenu.htm (Learning German Through Fairy Tales)
- website, http://www.eiccd.cc.ia.us/~golson/makinglinks/lessonplans/german_tales.htm (Modern German Fairy Tales)
- website, http://www.adh.bton.ac.uk/schooldesign/MA.COURSE/01/LIABusch01. (illustrated poems by Wilhelm Busch, an illustrated alphabet and a Max und Moritz comic)
- website, http://www.comicflasher.de/kat_helden.asp (comic books in German)
- website, http://www.spin.de/axiom/ (German Axiom Online Comics
- website, http://www.jadukids.de/maerchen/geschichten/beowulf.html (story of Beowulf in German)
- website, http://www.eicid.cc.ia.us/~golson/makinglinks/lessonplans/german_tales.htm (a lesson plan on modern German fairytales)
- Using Google as your search engine, type in *heroes and icons or legendary figures and German.* There are many websites with information on this topic.
- Using Google as your search engine, type in *German opera videos, German operettas, German ballet, German plays or German musicals*, and you will find many useful websites.

Italian Resources

Print

- Chiara, Piero, ed. *Il Decameron: raccontato in 10 novelle*. Milano: Arnoldo Mondadori, 1984. - selections
- Chiuchiù, A. and others. *In Italiano: corso di lingua e civilitá a livello elementare ed avanzato.* Perugia: Editrice Guerra, 1985. ISBN 88-7715-013-0 - Unit 9: pp. 202-205; Unit 10: pp. 222, 223, 225; Unit 14: pp. 314, 315; Unit 24: pp. 552-554
- Lazzarino, Graziana. *Prego!: An Invitation to Italian,* 2nd ed. New York: Random House, 1984. ISBN 0-394-33630-5 - Unit 3: pp. 66, 67; Unit 4: pp. 87, 88; Unit 6: pp. 131, 132; Unit 9: pp. 197, 198; Unit 16: pp. 335, 336; Unit 19: pp. 393

- Merlonghi, Ferdinando et al. *Oggi in Italia: A First Course in Italian,* 2nd ed. Boston: Houghton Mifflin Company, 1982. ISBN 0-395-31872-6 - Unit 2: p. 25; Unit 4: pp. 87, 88, Unit 6: pp. 131, 132; Unit 9: pp. 197, 198; Unit 16: pp. 335, 336; Unit 19: p. 393
- Picchione, John and Lawrence R. Smith, eds. *Twentieth-Century Italian Poetry: An Anthology.* Toronto: University of Toronto Press Incorporated, 1993. ISBN 0-8020-7368-9 -selected poems

Technological

- website, http://folkitalia.freeweb.supereva.it/ - list of folkloristic events by regions of Italy
- website, http://web.tiscalinet.it/corsotex/html/fiaba2.htm - importance of fable and fairytales in the life of children
- website, http://utenti.tripod.it/webstar/copertina.htm - list of fairy tales from Fedro to the Grimm brothers
- website, http://cantastorie.freeservers.com/home.html - H.C. Andersen, La Fontaine, C. Dickens, E. Salgari, Old Tales of China, O. Wilde, Pictionary – in Italian, and English
- website, http://library.thinkquest.org/C001515/design/index.html - heroism in action: in English, Italian and Dutch - List of 20th century heroes and heroines-although heroism is subject to various interpretations, this site shows that real heroism is not simply about death-defying feats, but is about making a positive difference and improving lives.
- website, http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *heroes and icons or legendary figures and Italian*. There are many websites with information on this topic.

Japanese Resources

Print

- Kawauchi, Sayumi. *Manga Nihon Mukashi Banashi 101* (101 Japanese Fairy Tales). Kodansha, 1997. ISBN 4-0620-8913-0
- *Nihon Mukashi Banashi* (Folk Tales of Old Japan). Japan Times, 1997. ISBN 4-7890-0905-X
- Takada, Noriko, Rita L Lampkin. *The Japanese Way: Aspects of Behavior, Attitudes, and Customs of the Japanese.* Lincolnwood, Illinois. Passport Books, NTC/Contemporary Publishing Company, 1997. ISBN 0-8442-8377-0 - pages on myths, legends and folklore, shrines and temples, music and dance, etc.

Technological

- website, http://www.DL.ulis.acjp//oldtales - variety of folk tales in English, Japanese and French (parallel set up)
- website, http://www.jinjapan.org/kidsweb/index.html - Folklore and other topics of interest. A good source geared to young audience.
- website, http://www.fix.co.jp//kabuki/kabuki.html - Kabuki Bibliography; Kabuki for Everyone: information about kabuki
- website, http://www.iijnet.or.jp/NOH-KYOGEN/event/kanto.html - information about Noh
- website, http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *heroes and icons or legendary figures and Japanese*. There are many websites with information on this topic.

Spanish Resources

Print

- Barlow, Genevieve. *Leyendas latinoamericanas*. Chicago, Illinois, National Textbook Company, 1996. ISBN 0-8442-7239-6
- Funston, James F. and Alejandro Vargas Bonilla., *YA! (Somos así)* (Teacher's Edition). St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN: 0-8219-1937-7 - Heroic tale: *De la segunda salida de Don Quijote*, pp. 285-287
- Gonzalez, M., L. Kettle and M. E. Placencia. *Sueños World Spanish*. NTC Publishing Group, BBC Worldwide Ltd.,1995. ISBN 0-8442-0541-9 - Unit 17: talking about your dreams and ambitions
- Met, Myriam, Richard S. Sayers, and Carol Eubanks Wargin. *Paso a Paso 3*. Scott Foresman and Company, 1996. ISBN 0-673-21674-8 - Capítulo 8: Myths and Legends
- Multicultural Connections fax 1-800-385-1020; e-mail bilingualbooks@mindspring.com (bilingual books for kids) e.g., Myths and Legends: Juan Ramón Jimenez, *Platero y Yo; La lagartiiya yel eol*, by Alma Flor Ada; *El canto de las palomas* by Juan Felipe Herrera; *Two holiday folktales of Mexico* by Anthony Ramirez
- Samaniego, Fabián A. et al., *DIME! dos.* Toronto, Ontario: D.C. Heath and Company, 1994. ISBN 0-669-23996-8 - Folktales in comic form: *El león y las pulgas,* pp. 92-94; *Tío Tigre y Tío Conejo*, pp. 114-116; *El sombreron*, pp. 170-172; Untitled regional folktales, myths, song in comic form: pp. 22-24, pp. 38-40, pp. 58-60, pp. 76-78, pp. 132-134, pp. 150-152, pp. 170-172, pp. 188-190, pp. 204-206, pp. 224-226, pp. 240-242, pp. 258-260. pp. 278-280, pp. 296-298, pp. 314-316, pp. 336-338, pp. 354-356, pp. 370-372, pp. 390-392, pp. 408-410, pp. 426-428; strategies for reading a poem; metaphors in poems, p. 440

Technological

- website, www.sispain.org/english/mediapress/ - Spanish newspapers on the Internet.
- website, www.yahoo en espanol.com (Choose *arte y cultura,* then *Literatura*)
- website, http://www.sp.uconn.edu/~epk93002/ComicsScholarship/Entries/feiffer.html (Feiffer, Jules. *The Great Comic Book Heroes*)
- Using Google as your search engine, type in *Spanish operas* and you will find many websites.
- Using Google as your search engine, type in *heroes and icons or legendary figures and Spanish.* There are many websites with information on this topic.

OSS Considerations

Ministry of Education. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*

Ministry of Education. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*

Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Course Description and Prerequisites, 2000*

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education, 2000*

Ministry of Education. *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*

Coded Expectations, International Languages, Level 3, University Preparation, LBACU – LYXCU

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;

LI1.02 – demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);

LI1.03 – demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period).

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);

SP1.02 – convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);

SP1.03 – express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts,* including a minimum of two genres (e.g., short stories, fables, poems, newspapers)
*__Note:__ students are expected to read at least 100 pages of text (50 intensive, 50 extensive) at this level;

RE1.02 – read aloud with expression and accurate pronunciation;
RE1.03 – analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 – respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 – demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken).

Writing

Overall Expectation

WRV.01 · write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

WR1.01 – write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 – compose and answer a variety of questions;
WR1.03 – express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 – revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Unit 4: Legendary Figures and Contemporary Heroes/Heroines

Time: 27.5 hours

Unit Description

Students identify legendary figures and real or fictional heroes and heroines of the 20th and 21st centuries and discuss the qualities that make them role models. They read comics in the international language of study and gather information on a legendary figure or modern hero/heroine. The teacher introduces heroes found in literature, poetry, music, theatre, opera and/or art and explains how to tell a story in the past tense. Students present a legendary or modern hero/heroine, retell folktales using pictures and unscramble a plot sequence. As a culminating activity, students write a five paragraph composition about a hero/heroine's or legendary figure's life or an event from their lives and make a presentation to the class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing
Overall Expectations: LIV.01, SPV.01, REV.01, WRV.01.
Specific Expectations: LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit Synopsis Chart

Activity	Time	Description
1. Modern Heroes/Heroines	225 min	Students discuss modern heroes or heroines, then role-play an interview with one of these figures.
2. Heroes/ Heroines in comic books	400 min	Students discuss fictional heroes/heroines in comics, and read a heroic comic book in the language of study. They discuss the common elements of a heroic story, and draw a mind map of these elements. Finally, students analyse the plot of a story, then draw and label a graph of the plot.
3. Legendary figures in literature and poetry	375 min	Students examine legendary heroes found in literature from the country of the language of study. They read legends, abridged folk/fairytale and heroic poems, then compare the folk/fairytale heroes' positive and negative qualities. Students also brainstorm the common elements of heroic literature. As a culminating activity, they change the ending of a tale or poem, and present to the class.
4. Legendary figures in music and stage presentations	325 min	Students view/listen to excerpts from an opera/musical/play based on a folk/fairy tale in the language of study, then gather information of the musical or stage presentation. Then students prepare a true/false quiz to test each other's knowledge of the folk/fairy tale in musical form.
5. My Hero/Heroine	325 min	Students gather information on a legendary figure or modern hero/heroine, then write a composition on their lives or on an event in their lives. They also analyse the motivation or impetus that spurred this person to become a hero/heroine.

Activity 1: Modern Heroes/Heroines

Time: 225 minutes

Description

Students discuss people who could be considered modern heroines/heroes and choose a "person of the century." The teacher reviews how to tell a story about something that happened in the past and introduces the tense used for description and repetitive action in the past. At the end of the activity, students role-play an interview between a reporter and a popular figure, then analyse which events and/or character traits lead to the development of a hero/heroine.

Strand(s) & Learning Expectation

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs).

Prior Knowledge & Skills

- formation of the perfect tense of regular and irregular verbs
- adjective formation and use
- subordinate conjunctions and subordinate clauses

Grammar and Language Knowledge

- formation and use of the imperfect tense of regular and irregular verbs

Planning Notes

The teacher prepares:

- a list of people who stand out in their fields of expertise and could be modern heroes/heroines. e.g., sports heroes; Olympic gold medal winners; artists and entertainers; local and world political leaders; heroes from television, movies and comic books; scientists; (see Resources for websites on Heroes and Icons);
- a list of vocabulary associated with legendary figures/heroes/heroines;
- exercises to review the formation of the perfect tense used to tell the events of a story.

Teaching/Learning Strategies

1. *Whole class:* The teacher presents orally several legendary figures or modern heroes/heroines e.g., Gandhi, Albert Einstein, Che Guevera, Jackie Robinson, Rosa Parks, Florence Nightingale (see Resources for websites with information on modern heroes and icons).
2. *Small group:* Students develop a list of heroes in the categories of sports, music, local, national or international political leaders, artists and entertainers, builders and titans, scientists and thinkers, or local people who have done heroic deeds (e.g., saving a life).
3. *Small group:* Students write one sentence about each person's/character's contribution in their notebooks, then on the board/overhead.
4. *Small group:* Students discuss whom they would choose as the best person of the 20th century, giving reasons for their choice. They present their rationale to the class. The class votes to select a person of the century, using candidates whose names appeared most frequently in the discussions and presentations.
5. *Whole class:* The teacher reviews the formation and use of perfect tense on the board/overhead. Students complete a cloze exercise using the perfect tense to complete a story in the past tense.
6 *Whole class:* The teacher reviews the formation and use of the perfect tense and leads the students in completing review exercises.
7. *Whole class:* The teacher introduces the formation and use of the imperfect tense and leads the students in completing exercises on regular and irregular verbs.
8. *Pair:* Students choose a modern hero/heroine to interview, then write and role-play an interview between a reporter and a hero/heroine.
9. *Pair:* Each pair writes a paragraph analysing which events and/or character traits lead to the development of a hero/heroine.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategy above)

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02	Informal observation	Students listen to a presentation of modern heroes/icons. (1)
Thinking/ Inquiry	LI1.02, SP1.01, SP1.02, SP1.03, RE1.01, RE1.02, RE1.03, WR1.03	Rubric for oral presentation	Students develop a list of heroes/heroines, describe that person and present to the class. (2,3)
Communication Application	LI.01, LI1.02, SP1.01, SP1.03, RE1.02, RE1.04, WR1.01, WR1.03	Informal observation	Students choose a person of the century. (4)
Knowledge/ Understanding	RE1.01WR1.01, WR1.04	Paper-and-pencil quiz	Students complete a quiz on the formation and use of the perfect and imperfect tenses. (5, 6, 7)
Communication	LI1.01, LI1.02, SP1.01, SP1.03, RE1.01, RE1.02, WR1.01, WR1.02, WR1.03, WR1.04	Rubric for oral presentation	Students role-play a reporter and hero/heroine. (8)
Application	RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.04	Rubric for written work	Students write a paragraph analysing how events and character of a person lead to becoming a hero/heroine. (9)

Accommodations

- Students write an interview with a modern hero/icon using a dialogue in which the interviewer's questions are already written. Students finish the dialogue with information they have gathered in the Library/Resource Centre or on the Internet.
- Students take a variable amount of time to prepare their dialogues.
- Students may arrange an interview with a local hero/heroine in their town, or correspond via letters or e-mail with a contemporary hero/heroine.

Resources

Please see Overview for Community Resources and Print and Technological Resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 2: Heroes in Comic Books

Time: 400 minutes

Description

Students use a variety of reading strategies to read comic books/illustrated stories in the language of study, then complete a cloze exercise on the content of each story. They retell one of the stories orally in the past tense. In addition, students analyse the plot of the comic/illustrated story and draw and label a graphic representation of the plot including a beginning, climax, dénouement and conclusion. To conclude this activity, students present their labelled graphs of the plots to the class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs).

Prior Knowledge & Skills

- formation of the perfect tense
- formation and use of the imperfect tense

Planning Notes

The teacher:

- finds comics in the language of study, if possible;
- underlines/highlights new vocabulary in the comics/illustrated stories;
- writes a cloze exercise based on the plot of the comics/illustrated stories;
- prepares an exercise reviewing the difference in use between the imperfect and perfect tenses;
- draws and labels a graphic representation of a plot to show students how to visually present a plot.

Teaching/Learning Strategies

1. *Whole class:* The teacher reads aloud one scene from a comic/illustrated story in the language of study. Students read the rest of the comic silently.
2. *Whole class:* With the teacher's assistance, students look up the meaning of the underlined/ highlighted words in the comic/illustrated story.
3. *Individual:* Students complete a cloze exercise based on the plot of the comic/illustrated story
4. *Whole class:* Students role-play, reading scenes aloud from the comic/illustrated story.
5. *Pair:* Students match scrambled pictures and sentences from the comic/illustrated story
6. *Individual:* Students make a personal vocabulary list based on new words in the comic/illustrated story.
7. *Whole class:* Retelling a scene from the comic(s), the teacher puts on the board/overhead the verbs in the imperfect tense.
8. *Whole class:* The teacher explains the formation and use of the imperfect tense.
9. *Individual:* Students complete exercises that review the difference in use between the imperfect and perfect tenses.
10. *Small group:* Students brainstorm the elements that are common to heroic stories, then draw a mind map of the common elements of a heroic story.
11. *Small group:* Students analyse plot of the comic/illustrated story. They draw a graphic representation of the plot and label the events occurring at the beginning, leading up to the climax, then to the dénouement and conclusion.
12. *Whole class:* Each group presents its graphic representation of the plot to the class and explains the placement of the events.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategy above)

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02, LI1.03, RE1.01, RE1.05	Informal observation	Students listen to an oral reading of the heroic comic/illustrated story, then read the rest of the comic silently. (1)
Knowledge/ Understanding	RE1.04, RE1.05, WR1.04	Portfolio entry	Students look up meaning of underlined words in comic/illustrated story. (2)
Application	RE1.01, RE1.04, WR1.01	Informal observation	Students complete a cloze exercise based on the plot of the story. (3)
Application Communication	LI1.01, LI1.02, SP1.01, SP1.02, RE1.02	Vocabulary quiz	Students role-play scenes from the comic/illustrated story. (4)

Thinking/ Inquiry	RE1.01, RE1.04	Quiz	Students match scrambled pictures and sentences. (5)
Knowledge/ Understanding	RE1.01, WR1.01	Portfolio entry	Students make a personal vocabulary list of new words. (6)
Knowledge/ Understanding	RE1.01, WR1.01	Informal assessment	Students complete exercises on the perfect and imperfect tenses. (9)
Thinking/ Inquiry	LI1.01, LI1.02, SP1.02, SP1.03, SP1.01, SP1.03, WR1.03	Informal observation	Students brainstorm the common elements of a heroic story. (10)
Thinking/ Inquiry	RE1.01, RE1.03, WR1.1.03, WR1.04	Portfolio entry	Students draw a mind map of the common elements of a heroic story. (10)
Application Communication	LI1.01, LI1.02, LI1.03, LI1.04, SP1.01, SP1.04, RE1.02, RE1.03, RE1.04, WR1.01, WR1.03, WR1.04	Peer assessment Rubric for oral presentation and written work	Students analyse plot of the comic/illustrated story. They draw and label a graphic representation of the plot. They present their graph to the class. (11, 12)

Accommodations

- The teacher pre-teaches the vocabulary from the comic(s).
- Students take a variable amount of time to read and understand the comic(s).
- The teacher reads the comic with individual students.
- The teacher highlights the new words in the comic to form a vocabulary list.

Resources

Please see Overview for Community Resources and Print and Technological Resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 3: Legendary Figures in Literature and Poetry

Time: 375 minutes

Description

Students examine legendary heroes found in literature from the country of the language of study. They read legends about heroic figures and/or an abridged folk/fairytale and heroic poem, then compare the folk/fairytale heroes' good and bad qualities. Students also brainstorm the common elements of heroic literature. As a culminating activity, they change the ending of a tale or poem, and present to the class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;

SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;

REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Prior Knowledge & Skills

- the imperfect and perfect tenses of verbs
- the positive form of adjectives and adverbs

Planning Notes

The teacher:

- prepares examples of comparative and superlative forms of adjectives and adverbs;
- makes a list of common legends or folk/fairytales in the language of study and in English;
- selects a video or cassette of a folk/fairytale;
- obtains a television/VCR/cassette/CD player;
- selects one or several heroic poems in the language of study;
- prepares a list of new vocabulary words in the legend or folk/fairytale and poem(s);

- pre-determines a list of elements common to folk/fairytales;
- finds/creates a guided cloze exercise based on the poem's story;
- prepares strips of paper containing one sentence from a summary of the poem's plot.

Teaching/Learning Strategies

1. *Whole class:* The teacher hands out a list of common legends or folk/fairytales in the language of study and their English counterparts. Students match titles.
2. *Whole class:* The teacher pre-teaches the vocabulary of a fairytale, especially the useful phrases *once upon a time; they lived happily ever after*.
3. *Whole class:* Students watch a video/listen to the reading of a folk/fairytale, then answer questions based on the video/tale.
4. *Small group:* Students brainstorm the elements that are common to legends and folk/fairytales, then list the common elements on the board and in their notebooks.
5. *Individual:* Students complete a guided cloze exercise on the story of the poem by selecting the correct word from a scrambled set of words at the bottom of the page.
6. *Whole class:* The teacher introduces/reviews the comparative and superlative of regular adjectives and adverbs orally and on the board/overhead, using students and items in the classroom.
7. *Small group:* Students follow the teacher's model of how to make a comparison or use the superlative with two or more people.
8. *Pair:* Students make a list of legendary figures and folk/fairytale heroes.
9. *Small group:* Students compare the folk/fairytale heroes' good and bad qualities and present to the class. If the story is an allegory, students explain to the class what each character represents.
10. *Whole class:* The teacher pre-teaches the new vocabulary from a heroic poem, then reads aloud a heroic poem.
11. *Small group:* Students retell the poem in their own words, but change the ending, using past tenses and new vocabulary from the story.
12. *Small group:* Students dramatize the poem/fairytale and add their new ending by performing the tale before the class. The class responds by providing the original ending.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategy above)

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.04	Informal observation	Students match folk/fairytale names. (1)
Knowledge/ Understanding	LI1.01, LI1.02, LI1.03	Listening comprehension	Students watch a video, listen to a cassette of a folk/fairytale, the answer questions based on the video/tale. (3)
Thinking/ Inquiry	LI1.01, SP1.01, SP1.03, RE1.04, WR1.01, WR1.03	Oral participation	Students brainstorm the common elements of folk/fairytales and put them in their notebooks. (4)
Thinking/ Inquiry	RE1.01, RE1.04, WR1.01, WR1.03	Written exercise	Students complete a guided cloze exercise on the folk/fairytale's plot. (5)
Application	SP1.01, SP1.03, RE1.02, WR1.01, WR1.03	Formal observation of oral and written skills	Students make up comparisons of folk/fairytale heroes using the comparative of adjectives and adverbs. (9)
Thinking/ Inquiry	LI1.01, LI1.02, LI1.03	Listening comprehension	Students listen to an oral reading of a heroic poem. (10)

Thinking/ Inquiry	RE1.01, RE1.03, RE1.04	Reading comprehension	Students retell the poem by putting sentences that tell the plot in order. (11)
Communication	LI1.02, LI1.03, SP1.01, SP1.02, RE1.02, WR1.01, WR1.03	Assessment of communication skills	Students rewrite the ending of a legend/folk/fairytale and role-play the tale before the class. (12)
Thinking/ Communication	LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, WR1.01, WR1.03, WR1.05	Informal Assessment	The class provides the original ending. (12)

Accommodations

- Students take a variable amount of time to read and understand the folk/fairytale(s) and poems.
- Students view the video or listen to the cassette of a legend or folk/fairytales more than once.
- The teacher reads sections of the legend or folk/fairytale with individual students.
- The teacher highlights the new words in the poem/folk/fairytale to form the vocabulary list.
- Students choose from a list of possible folk/fairytale endings the one they would like to use in Strategy 12.

Resources

Please see Overview for Community resources and Print and Technological Resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 4: Legendary Figures in Music and Stage Presentations

Time: 325 minutes

Description

Students broaden their exploration of the theme of legendary figures and heroes and heroines by turning their sights to the world of theatre and music. They view and listen to excerpts from an opera, musical or play based on a folk/fairytale in the language of study, then retell the story. Students prepare a true/false quiz to test each other's knowledge of the folk/fairy tale in musical form.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);

LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
RE1.01 - read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.03 - analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Prior Knowledge & Skills

- the definite and indefinite article
- the perfect and imperfect tenses
- how to tell a story in the past tense

Planning Notes

The teacher:

- selects excerpts from an opera/musical/stage play based on a folk/fairytale in the language of study;
- obtains a television/VCR/cassette/CD player;
- prepares listening comprehension exercises about an opera/musical/stage play based on a folk/fairytale in the language of study;
- prepares a cloze exercise reviewing definite and indefinite articles;
- prepares exercises on the formation and use of possessive adjectives.

Teaching/Learning Strategies

1. *Whole class:* The teacher shows students a video/excerpts from a video (or takes students to a live performance) of an opera/musical/play based on a folk/fairytale in the language of study.
2. *Pair:* Students complete listening comprehension exercises based on what they saw or heard. They list the characters in the musical performance, describe the setting and summarize the plot in their own words.

3. *Whole class:* In preparation for a lesson on possessive nouns, the teacher reviews definite and indefinite articles orally using common vocabulary words. Students complete a cloze exercise by adding the definite and indefinite article to a list of common nouns.
4. *Whole class:* The teacher introduces possessive adjectives by talking about his/her family, possessions, and school subjects.
5. *Pair:* Students discuss with a partner a topic that uses possessive adjectives (his/her family's first names/school subjects/school tools/family pets) and present information about their partner orally to the class.
6. *Pair:* Students pick a folk/fairytale, gather information in point form about the musical/stage forms in which this tale appears, using the Library/Resource Centre or Internet as a resource, then present their findings orally to the class.
7. *Pair:* Students design a true/false quiz based on the plot of the musical/stage version of the folk/fairy tale the class saw/listened to and test each other.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategy above)

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.02, LI1.03, RE1.01, WR1.01	Informal observation	Students complete listening comprehension exercises. (2)
Thinking/ Inquiry	RE1.01, RE1.03, RE1.04, WR1.02, WR1.05	Listening comprehension quiz	Students summarize the plot of an opera/musical or stage play. (2)
Knowledge/ Understanding	SP1.01, SP1.02	Informal observation	Students review definite and indefinite articles in a cloze exercise. (3)
Application	SP1.01, SP1.02	Rubric for oral presentation	Students present information about a partner using possessive adjectives. (5)
Thinking/ Inquiry	SP1.01, SP1.03, RE1.01, RE1.04, WR1.03, WR1.04	Rubric for written work	Students gather information about the musical forms in which a folk/fairytale appears and present to the class. (6)
Communication Application	LI1.01, RE1.01, RE1.03, WR1.03, WR1.04	Student prepared quizzes	Students design a true/false quiz and test each other. (7)

Accommodations

- Students view/listen to the musical presentation of a folk/fairytale as often as needed.
- After reviewing the lesson on possessive adjectives, students teach each other the same information in order to reinforce the new grammar.
- Students who play a musical instrument play a piece from one of the operas, operettas or musical plays.

Resources

Please see Overview for Community resources and Print and Technological Resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Activity 5: My Hero

Time: 325 minutes

Description

Students complete their study of legendary figures and heroes/heroines. To make their writing more interesting they use relative pronouns to write complex sentences. They gather information about a legendary figure or contemporary hero/heroine. Next, students write a five-paragraph composition about this person's life or an event from his/her life. They also analyse the motivation or impetus that spurred this person to become a hero/heroine.

Strand(s) & Learning Expectations

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development, and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);

WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Prior Knowledge & Skills

- names of heroes/icons mentioned in heroic comic books, folk/fairytales
- imperfect and perfect tenses
- possessive adjectives

Planning Notes

The teacher:

- prepares an exercise using relative pronouns to join main and subordinate clauses;
- makes a list of heroes/icons mentioned in this unit;
- books space in the Library/Resource Centre, computer room for research;
- prepares a storyboard/filmstrip/series of pictures to show students how to tell a story in the past;

Teaching/Learning Strategies

1. *Whole class:* The teacher introduces relative pronouns (e.g., *that, who, whose*) orally and on the board/overhead.
2. *Individual:* Students complete an exercise joining main clauses using relative pronouns.
3. *Whole class:* The teacher presents a storyboard/film strip/series of pictures, which tell a story in pictures and words. Then, using that storyboard the teacher reviews with students how to tell a story in the past tense.
4. *Pair:* Students choose a legendary figure or hero/heroine from the list of ancient or contemporary heroes/heroines provided by the teacher.
5. *Pair:* Students gather information in the Library/Resource Centre or on the Internet about the personal life and heroic deed of the legendary figure/contemporary hero/heroine.
6. *Pair:* Students write a five-paragraph composition on their heroic figure. The report has an introduction, three ideas and a conclusion about their hero's life story or an event from their life. They also analyse the motivation or impetus that spurred this person to become a hero/heroine. They use the imperfect and perfect tenses, as well as the comparative and superlative of adjectives and adverbs.
7. *Pair:* Students peer-edit other groups' reports, then write a final draft.
8. *Pair:* Students present their report to the class.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategy above)

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, RE1.01, WR1.03	Informal observation	Students join main clauses using relative pronouns. (2)
Knowledge/ Understanding	LI1.01, LI1.02, RE1.01, RE1.02	Informal observation	Students review how to tell a story in the past tense. (3)
Knowledge/ Understanding Thinking/ Inquiry	RE1.01, RE1.04, RE1.05, WR1.01, WR1.03	Informal observation	Students gather information on a hero/icon. (4, 5)
Application	LI1.02, LI1.03, SP1.02, SP1.03, RE1.02, RE1.03, WR1.03, WR1.04	Rubric for evaluating process writing	Students make a rough draft of a composition presenting the life story or an event from the life of their hero/heroine/legendary figure. They also analyse the motivation or impetus that spurred this person to become a hero/heroine. (6)
Thinking/ Inquiry	RE1.04, RE1.05, WR1.04	Checklist for evaluating peer editing	Students peer-edit other groups' reports. (7)
Application Communication	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.04, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.04, WR1.05	Rubric for oral presentation and written work	Students create a final draft of their composition and present orally to the class. (8)

Accommodations

- Students cut out pictures from a comic/magazine, use the Internet or a draw program to draw the pictures of the storyboard.
- The teacher gives students the story of a hero/icon in scrambled form. Students unscramble the ideas and paste them onto their storyboard.

Resources

Please see Overview for Community resources and Print and Technological Resources in Chinese, German, Italian, Japanese and Spanish for each of the four units.

Appendix A

Reading in the International Language Classroom

Strategies to support students before, during and after reading
(with thanks to the TDSB English and ESL departments)

Reading in the language of study is often a challenging activity for language learners. Students in a language class are required to read a variety of texts (letters, articles, stories, websites, e-mails, recipes, textbooks, reports, essays, etc.) and for a variety of purposes (to find information, to identify main ideas, to find out how to do something, to complete a task by following directions, etc.).

Students in language classes normally are required to read both intensively (in class, with the help of the teacher) and extensively (on their own). Both intensive and extensive reading selections should be carefully chosen, taking into account the interests and abilities of students in the class. Reading passages or stories must be free of bias and stereotype (unless the aim of the teacher is to address this issue), and should provide a basis for discussion and follow-up activities. Teachers choose techniques and activities that best prepare students of their particular language to become effective readers. International language teachers can play a key role in teaching the necessary skills and strategies to their students. Many of the techniques described below can be implemented in Level 3, with additional strategies and more challenging activities introduced at Level 4. Because this course profile is written for teachers of many languages, certain strategies suggested may be more appropriate to some languages than others. Teachers use their professional judgement in making decisions that most benefit the students in their particular classes.

In addition to the specific pre-, during, and post-reading strategies suggested that follow, the techniques suggested below are offered as aids to second (or third) language learners:

Pre-teach key words	Choose and present words that will be essential for comprehension of the text. Use pictures, synonyms, cognates, clear contexts or analogies to aid comprehension.
Focus on important high-frequency words	Choose words/expressions that students will need to hear, say, read or write during the lesson or unit, and that will also be useful in other contexts.
Write and say new words	Present new words in written form and say them, pointing to syllables and articulating clearly.
Provide pronunciation practice	Students must be given opportunities to recognize and use new words orally as well as in print.
Provide visual support	Models, charts, flash cards, posters as well as facial expressions, gestures and mime will help learners to get meaning from what the teacher says.
Read aloud to students	Clear pronunciation and phrasing can make the meaning clearer for many students.
Post lists of words	Lists of important vocabulary and new words can be written on chart paper, with sample sentences to provide a context for each word. Keep the lists displayed in the classroom and refer to them regularly.
Use audio resources	Use audio cassette/audio CD programs where available to expose students to a variety of native speakers and structured activities.

Appendix A (Continued)

Establish a clear context	Ensuring that students understand clearly the cultural or situational context of a reading passage facilitates comprehension.
Lower the risk factor	Encourage students to share ideas and responses in small groups rather than in front of the whole class. Many more students get to speak in this type of situation and it is less stressful than speaking or reading in front of the class.
Consider multiple intelligences	We all possess different combinations of intelligences. Information should be presented and activities organized in ways that allow all students to learn through their strengths.
Encourage group collaboration	Have students take responsibility for something (e.g., key vocabulary or main ideas from a previous lesson), that they can use to interact with others in a small group situation.
Total Physical Response (TPR)	Engaging students in activities that require some form of physical action/ response is often an effective language-learning strategy. It is an aid in internalizing new concepts or vocabulary, and in recycling those already learned.
Teach dictionary skills	Students need to learn how to use dictionaries effectively and need to practise using them. Provide dictionaries in the classroom.
Explain figurative language/idioms	A student may understand every individual word in an expression in the language of study, e.g., the English expression to "take a stab at it", but have no idea what the expression means!
Understand and use cultural richness	The cultural backgrounds of students should influence the way a topic or reading passage is introduced and treated. Sharing of knowledge or experiences by students from many different cultures will enhance the global awareness of students and allow them to make connections to a Canadian context.
Create cloze passages based on vocabulary	Cloze passages help students apply the new vocabulary and review content at the same time.

Avoid these assignments in a language class

- "Look up the words and copy the definitions." Students may copy and even memorize definitions, but will still be unable to use the words independently.
- "Use the new words in sentences of your own that show the meaning." If students could do this, they wouldn't need to! Most students need more supported practice, such as cloze exercise, to help them use new words.
- Word search activities: Word searches can be confusing for second/third language learners. In addition, word searches depend only on word recognition, not comprehension.

Appendix A (Continued)

Pre-Reading Strategies

Pre-reading strategies help students:

- access prior knowledge and build a knowledge base
  - Have students brainstorm what they know about the topic (ex., think-pair-share, mind map)
  - Use video, discussion, field trips, speakers, artefacts, etc. to increase students' knowledge about the topic.
- make predictions
  - Use the title/cover art/format of a reading selection to ask students what they think the text will be about. If recorded, these can later be confirmed or revised, after reading the text.
  - Construct a "before and after chart," and invite students to predict what will happen at various points in the text.
  - Use a selection of carefully chosen pre-taught words from the text (10-15) and ask students to sort them into different categories. Ask them to explain their categorization, and to make some suggestions/predictions about the content/subject matter of the text.

e.g.,	ship	vast	spirits	harbour	fear
	soar	hearts	home	new	prosper
	life	begin	joy	land	sails

- link with text and increase students' motivation
  - Explore students' experiences to make connections with the topic and engage their interest.
  - Link with students' background knowledge, taking into account their cultural origins.
  - Use both open-ended (What would you think if…?) and structured (If… would you say yes?) prompts to elicit information from students. They can then be asked to share responses and make predictions.
- understand text features and text structure
  - Guide students through the textual features of the reading selection (e.g., table of contents, headings, sub-headings, illustrations, photographs, maps, graphs).
- understand key vocabulary and develop strategies to handle unfamiliar vocabulary
  - Have students work in groups to preview or skim the text and identify unfamiliar words.
  - Repeat key words clearly and have students repeat them to connect the sound to the spelling of a word or phrase.
  - Model how to define words (category to which concept belongs and specific features that distinguish that concept from other members of the category (e.g., hammer - a tool for driving nails).
  - Help students use context clues (sentence in which word appears, as well as preceding and following sentence).
  - Revisit key vocabulary after students have read the text.
- select appropriate reading strategies
  - Reading strategies depend on the complexity of the text, and the purpose for reading (skimming for the overall picture; scanning for specific information; re-reading complex text for detailed information-a recipe, for example; reading slowly to make notes).
- choose an appropriate text
  - For individual readers, give a book talk to help students select an appropriate one.

Appendix A (Continued)

- understand the reading process
  - Use a "think aloud" process to model what effective readers do when they read: check cover, examine text features, notice headings, skim for associations, reread to check meaning, predict what will happen next, go back to another section of the text, etc.

During-Reading Strategies

During reading strategies help students:

- monitor their comprehension
  - Divide the text into manageable "chunks" for reading, and have students summarize the text as they go – in pairs – orally or in writing.
  - Show students how to use stick-on notes to "mark" sections that confuse them.
- visualize or "think through" the images in the text
  - Select a piece of text with strong visual images and model "think alouds" for students (e.g., "Now I see…, I feel, I picture…, I wonder if…, Oh he means…").
- handle unfamiliar vocabulary
  - Have students use sticky's to mark difficult/unfamiliar words, terms or phrases as they read.
  - Demonstrate how students can use classroom resources (classmates, teacher, dictionaries) to clarify meaning.
  - Have students keep track of key vocabulary on index cards or in a notebook section.
  - Have fun explaining idiomatic expressions.
- modify their reading strategies
  - Show students when to speed up and skim portions of text, and when to slow down and read more carefully.
  - Help "word-by-word" readers focus on comprehension and context by using cloze activities.
  - Use choral reading. It is a non-threatening way to help students handle complex syntax and longer sentences, and to practise intonation.
- understand paragraph structure
  - Show students how the main idea in a paragraph can be found in different places – beginning, middle, end.
  - Show students how the main idea can also be implied, rather than explicitly stated.
- make assumptions
  - Have students role-play characters and make character sketches.
  - Encourage risk-taking by treating errors in comprehension with humour and sensitivity.

Appendix A (Continued)

Post-Reading Strategies

Post-reading strategies help students:

- respond personally to text
  - Model effective responses for students, using the overhead or board.
  - Use drama, re-telling, art, music, electronic slide show presentations, storyboards and a range of other vehicles to allow students to demonstrate their understanding.
- respond critically to text
  - Teach students about the elements of fiction (character, plot, setting, conflict, etc.) and how they contribute to the development of the text.
  - Have students analyse how the author created particular effects/moods (e.g., suspense, surprise, fear, etc.).
  - For non-fiction texts, teach students how to detect bias, and what is "not" in the text
  - Have students learn to differentiate between fact and opinion.
  - Teach students to analyse the language of fiction and non-fiction texts (e.g., imagery in poetry, "loaded" words in advertising, for example).
- identify and extract important concepts and information
  - Encourage students to summarize information in a variety of ways, including written forms (paragraphs, essays), oral forms (discussions, presentations), media forms (slide presentations, webpages), dramatic forms (role plays, simulations), and visual forms (posters, collages).
- draw conclusions, make judgements
  - Have students interview characters, write newspaper reports, and do other activities that have them show proof of understanding and critical thinking.
  - Invite students to debate issues that arise from their reading.
  - Have students write/present/video book reviews for specific audiences.
- understand and appreciate point of view
  - Invite students to change the point of view of a fiction or non-fiction reading selection.
  - Have students prepare to argue both sides of an issue. They learn which side they are arguing only after they have prepared.
- demonstrate note-making skills
  - Teach students how to use headings, charts, point-form notes to record important information.
  - Show students how to develop paragraphs from their notes (link reading and writing).

Some reading resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Harcourt Canada Ltd., 1997. ISBN 0-7747-0197-8

Graves, Michael F., Connie Juel, and Bonnie B. Graves, *Teaching Reading in the 21st Century,* 2nd ed., Allyn & Bacon, 2001. ISBN 0-205-32513-0

Walker, Barbara J., *Diagnostic Teaching of Reading: techniques for Instruction and Assessment,* 4th ed. Prentice-Hall, Inc., 2000. ISBN 0-13-083752-0

Appendix B

Rubric 1 – Reading Rubric:
A sight passage containing visuals/graphics (prepared, 1-2 pages, intensive)

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Comprehension of main ideas (Objective test: fill-ins, true/false, multiple choice)	- identifies characters, plot, setting, conflict, etc., with limited accuracy	- identifies characters, plot, setting, conflict, etc., with some accuracy	- identifies characters, plot, setting, conflict, etc., with considerable accuracy	- identifies characters, plot, setting, conflict, etc., with a high degree of accuracy
Thinking/Inquiry Inference (Short answer questions)	- makes assumptions based on limited evidence	- makes assumptions based on some evidence	- makes assumptions based on considerable evidence	- makes well-reasoned assumptions based on a high degree of evidence
Communication Summarize (Written assignment: re-tell the story in five sentences)	- re-tells the content in limited detail	- re-tells the content in some detail	- re-tells the content with considerable detail	- re-tells the content with a high degree of detail
Application Strategies (Interview with teacher)	- explains how answers were sought with limited effectiveness	- explains how answers were sought with some effectiveness	- explains how answers were sought with considerable effectiveness	- explains how answers were sought with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Note: Each category can be assessed on separate short sight passages over a period of time. Using the same rubric, the student's progress can be recorded and measured, from diagnostic to formative to summative evaluation, using different colours for each assessment. The length of the sight passage may be more than one or two pages, as long as the length and level of difficulty are consistent among assessments.

Appendix B

Rubric 2 – During-Reading Strategies Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Vocabulary - uses resources (dictionary, peers, teacher to learn unfamiliar words)	- uses resources to learn and record unfamiliar words with limited ability	- uses resources to learn and record unfamiliar words with some ability	- uses resources to learn and record unfamiliar words with considerable ability	- uses resources to learn and record unfamiliar words with a high degree of ability
Application Strategies - uses reading strategies (e.g., text features and structure-headings, graphs, illustrations, etc.) to aid comprehension	- uses reading strategies (e.g., text features and structure-headings, graphs, illustrations, etc.) to aid comprehension with limited ability	- uses reading strategies to aid comprehension with some ability	- uses reading strategies to aid comprehension with considerable ability	- uses reading strategies for the specific passage to aid comprehension with a high degree of ability
Knowledge/ Understanding Comprehension - monitors comprehension using a variety of strategies	- monitors comprehension with limited effectiveness	- monitors comprehension with some effectiveness	- monitors comprehension with considerable effectiveness	- monitors comprehension with a high degree of effectiveness
Application Structure - uses structure to find the main idea	- uses structure to find the main idea with limited success	- uses structure to find the main idea with some success	- uses structure to find the main idea with considerable success	- uses structure to find the main idea with a high degree of success

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Note: The teacher assesses these categories of the student's reading skills whenever possible over a period of time to arrive at an evaluation of student progress. Using the same rubric, the student's progress can be recorded and measured, from diagnostic to formative to summative evaluation, using different colours for each assessment.

Appendix B

Rubric 3 – Post-Reading Strategies Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Personal response to text	- uses some medium (e.g., art, drama, music, re-telling) in a limited way to demonstrate understanding of text	- uses some medium somewhat successfully to demonstrate understanding of text	- uses some medium with considerable success to demonstrate understanding of text	- uses some medium highly successfully to demonstrate understanding of text
Knowledge/ Understanding Critical response to text	- using at least one element (e.g., character, plot, setting, conflict, conflict), demonstrates a limited understanding of text	- using at least one element, demonstrates some understanding of text	- using at least one element, demonstrates considerable understanding of text	- using at least one element, demonstrates complete or almost complete understanding of text
Thinking/ Inquiry Making judgments	- does an activity (e.g., interview, report, debate, presentation) that shows a limited amount of judgment based on the text	- does an activity that shows some amount of judgment based on the text	- does an activity that shows a considerable amount of judgment based on the text	- does an activity that shows an extensive amount of judgment based on the text
Application Note-making skills	- makes notes to record a limited amount of general information on the text	- makes notes to record a certain amount of general information on the text	- makes notes to record a considerable amount of information on the text	- makes notes to record an extensive amount of detailed information on the text

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Note: This rubric is not to be used to assess one piece of reading in isolation, but rather to monitor a student's use of variety over a series of assignments. The teacher can also use this rubric to assess her/his own use of variety in post-reading assignments. It is a good idea to provide an assignment sheet before each reading, in which the teacher lists several suggestions of creative response possibilities under each category.

Appendix C

Glossary Of Terms

Accommodations: changes in the delivery, assessment or evaluation of curriculum for exceptional students to enable them to achieve the same curriculum expectations as the rest of the students.

Achievement Chart: a chart included in policy documents for each discipline, providing a reference point for all assessment practices and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills.

Assessment: the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations. The main purpose of assessment is to provide descriptive feedback to students to guide their efforts towards improvement.

Cloze passage: a selected passage of text in which certain words are deleted and replaced with blanks. The student reads the passage and fills in the blanks with an appropriate word.

Clustering: the grouping of expectations that are used together by students in carrying out activities. Language activities almost always involve the use of expectations from more than one strand, i.e., listening and speaking, listening and writing, reading, speaking and writing.

Expectations: the knowledge and skills that students must develop and demonstrate in their class work, on tests or in activities on which their achievement is assessed and evaluated.

Evaluation: the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality.

Levels of Language: the various possibilities of vocabulary, expressions and grammar chosen by a speaker (ranging from slang to very formal) according to the individual or group being addressed, i.e., friends, a teacher, a prospective employer.

Portfolio: samples of student work collected over a period of time, usually in written form, but possibly in oral form recorded on tape or video, providing a dynamic record of the learning process of a student. The teacher can use the information in a portfolio to provide feedback to students for improvement and to evaluate a student's progress in the language.

Reflection Journal: a notebook in which students record, over a period of time, their personal reactions and reflections on a variety of topics.

Rubric: an instrument for assessing broad levels of student performance in a variety of categories according to clear descriptors for each level. For the Ontario curriculum, there are four levels: level 4 (80-100%), level 3 (70-79%), level 2 (60-69%) and level 1 (50-59%).

Strands: the areas of language use into which the curriculum is organized. The strands for international languages are: Oral Communication, Reading and Writing.

Three-skill quiz/test: a quiz or test that requires students to demonstrate ability in three of the language skills, i.e., listening, speaking and writing.

Tones: different pitches used in certain languages to distinguish words that have the same pronunciation.

Appendix D: Ideas for performance assessment tasks in a language classroom

- Write a newspaper or magazine article.
- Devise and describe a game.
- Participate in a debate.
- Discuss the main idea of a reading selection.
- Write a paragraph/composition.
- Propose and describe a way to resolve a problem.
- Develop a classification system for something and explain the categories you have chosen.
- Argue one point of view on an issue, then argue the opposing view.
- Given the information you know to date, predict what is going to happen.
- Write a summary of an article or reading selection.
- Lip-sync or act out a song.
- Draw conclusions from a text that has been read.
- Create a series of rules for a particular situation.
- Describe two courses of action, giving advantages and disadvantages of both.
- List and explain how many solutions to a problem you can come up with.
- Discuss what information you need to solve a problem.
- Describe a pattern in a series of events or objects.
- Write a short play in a group, and act it out.
- Choose two things from the same category—one which you like and one which you dislike. The class asks up to three "detective" questions to discover which you like and which you dislike.
- Conduct a survey and create a "Family Feud" type show (based on first, second and third choices).
- In teams, produce an advertising video for your country, province, city, town, school or class.
- Identify the culture/country/time period from which works of art, music or dance have come.
- Write a newspaper article on a show at an art gallery or museum.
- Classify works of art or music according to the period or culture they represent.
- Review a concert.
- Write a theatrical review.
- Compare/contrast works of art/music that deal with the same theme.
- Adapt a short story in dramatic form.
- Adapt a historical event in dramatic form.
- Re-arrange segments of a story to match what you have heard/read.
- Write an e-mail from one character to another in a short story.
- Make an "alphabet video", creating storyboards for a certain number of letters. (e.g., Q – QUIET - a shot of the whole class sitting quietly; L - LUNGS – two people breathing in and out).
- Write a health-related public service announcement.
- Describe a sport.
- Invent a game and explain the rules.
- Make a decision based on weighing the advantages and disadvantages of something.
- Write your own ending to a story.
- Create and present (live or on video) a job interview.
- Produce your own self-development training video entitled "Be a better person."
- Evaluate the claims made in an advertisement.
- Explain what problem a literary character faced and how it was resolved.

Appendix D (Continued)

- Compare and contrast two characters in a story.
- Retell a story in your own words.
- Write a radio newscast.
- Write a weather report.
- Create an advertisement.
- Write a letter to the editor about an environmental (or other) issue.
- Write a letter to a friend.
- Write a letter to a famous person.
- Write a letter to an elected official.
- Write and present a biography of a famous person.
- Write and present a biography of someone you know.
- Write a poem and read it aloud.
- Invent and "market" a new business to a group of investors.
- As a famous person, give a press conference, with questions from a variety of "reporters."
- Use a bus, train, or plane schedule to plan a trip.
- Develop and present an itinerary for a trip, given budget and time restrictions.
- Conduct an opinion poll, and create a chart or graph to show the results. State conclusions.
- Propose and describe an invention that fills some need.
- Pretend you live in another time, place or culture. Describe a typical day.
- Write an interview with a contemporary or historical figure.
- Participate in a mock job interview.
- Create a travel or tourist brochure.
- Choose the contents of a time capsule and describe why you have chosen them.
- Write a newspaper article about an historic or current event.
- Interview native speakers of the language of study to gather information about a specific topic.
- Create true/false questions about a reading passage. (with answer key).
- Participate in a mock trial or interrogation.
- Describe the best/worst gift you have ever received.
- Design a test to determine which of several products is the best.
- Write a creative story describing a future time period.
- Create a webpage based on an existing one.
- Given a budget, decide what to do/eat/drink at a friend's birthday (or other) party.
- Plan a menu to feed a large group. Estimate quantities, compare prices, order and serve the food.
- Compare prices of products at different stores.
- Describe an embarrassing moment or experience.
- Enact a scene between a salesperson and a difficult client.
- Use words and another medium to describe/illustrate a concept.
- Interpret the significance of events in a story.
- Keep track of and report on everything you eat for a week.
- Devise a healthy diet, describing meals for a week.
- Write your own ending to a story.
- Narrate a virtual city tour using presentation software.
- Produce a series of sentences giving clues about cities, and run a map-touching game with the class.
- Choose your best piece of work from a portfolio, and write/describe why you have chosen it.